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- A New Rural Teacher Asks Questions

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# School and Community

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COVER PICTURE: Sorghum making in the Ozarks. Photo: Massie, Mo. Division of Resources and Development.

INKS FRANKLIN, EDITOR

Send All Contributions to the Editor

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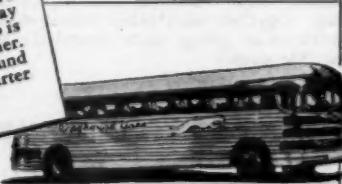
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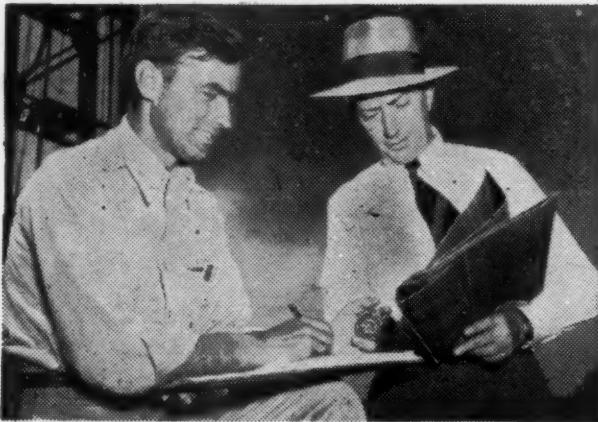
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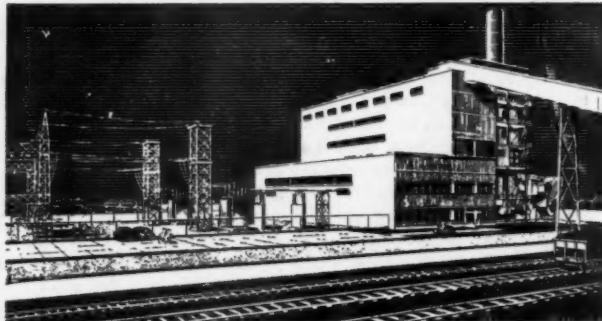
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# Learning Can Be Fun

PHYLLIS BROWN

First and second graders find their spelling lessons as exciting as their creative rhythms and dancing

R-h-e-u-m-a-t...

"Who can supply the next letter?" asked Mrs. Vedder, as she wrote on the blackboard the letters called out by her pupils.

Six-year-old Barbara's hand shot up. One after another, these first and second graders supplied the letters until the word *rheumatism* had been spelled out. In the same way, they wrote *umbrella*, *medicine*, *rheumatic fever*, and *chrysanthemum*, on their papers as they were written on the board. That each child seemed to understand the meaning of these words seems amazing when one thinks of first and second grade spelling in terms of *cat* and *rat*.

## What's the Word?

Then Mrs. Vedder quietly asked her pupils to come to the rug, while two children collected the spelling papers. Without another word, she wrote on the blackboard:

"Will you all please sit down?"

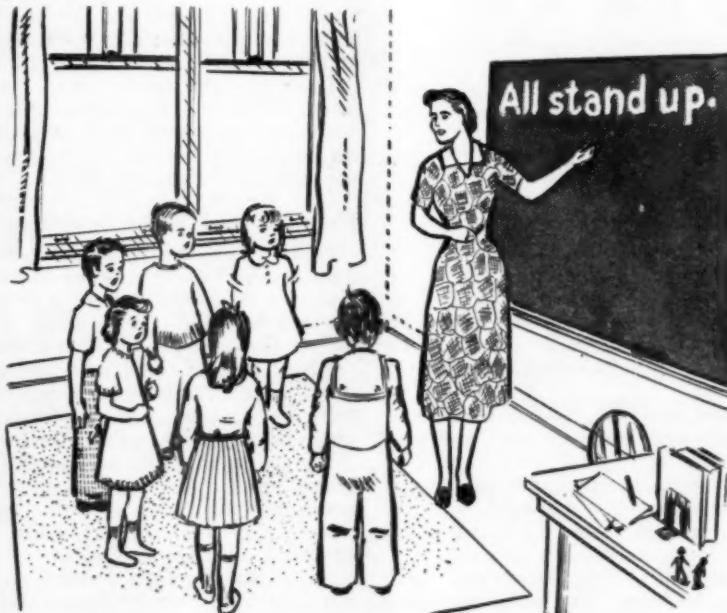
Without hesitation, each child sat down. Then she wrote:

"Will you all please watch the board?"

Eager faces beamed in that direction. Again she wrote:

"Thank you!"

To make certain they all understood, Mrs. Vedder asked the group to read the



Staleness of traditional spelling is gone

sentences together.

Learning can be fun, and Mrs. Vedder made an exciting game out of recognizing difficult words. Again she wrote on the blackboard, and the children read:

"Sometimes it is fun to try to read words that are hard."

"If you know a good hard word, raise your hand."

Up went many hands. Mrs. Vedder selected youngsters who displayed good manners, and each child whispered a "hard" word in her ear. When it was written on the board, the children recognizing the word raised their hands and were given a chance to tell its meaning. When it proved difficult, the teacher guided the class in pronouncing each syllable. Sometimes she included a hint, writing an explanation below the word. Surprisingly, the boys and girls begged her not to make it too easy by giving hints. Some of the "hard" words given and recognized by these first and second graders included "hospitality," "plastic stitching," and "Wisconsin." An easy word for everyone was "Mississippi." One of the difficult ones was "Hawaii" to which the teacher added four hints before it was recognized!

"It is far away."

"It is an island in the Pacific Ocean."

"It is very warm there."

"Alice's grandmother went there."

Two hints brought speedy recognition of "lily of the valley":

"A flower."

"It is white."

### They Follow Instructions

"Now let me see if you can follow instructions," said Mrs. Vedder. On the blackboard she wrote, "Owen, get me a pencil."

"You forgot to write 'please,'" piped up a first grader. The teacher corrected the oversight as the yellow-haired boy went for the pencil.

"All stand up," the teacher wrote, and immediately some 20 little boys and girls were on their feet.

"All sit down," and they promptly settled back on the floor without a word.

"Nancy, turn a cartwheel," and across the floor Nancy went.

"Cynthia, turn two cartwheels," and, added Mrs. Vedder, "This is the important word," indicating "two." Cynthia did not move.

"Can't you read it?" asked the teacher. "I'm stuck on one word."

"Which?"

Cynthia read until she reached "cartwheel."

"If you had been watching, you would have known that word," said Mrs. Vedder, "but I was afraid you were not paying attention."

"Ralph, walk to the door," "Lucy, get me the turtle," and "Nancy, put it back," were among other instructions written on the board and promptly carried out, each child delighting in his accomplishment. In response to the written question, "Do you think it will be nice to have summer here?" a seven-year-old said emphatically, "I do indeed."

Progress in primary learning was demonstrated in a word drill similar to the "spelling bee." With the boys and girls standing in a circle, each was asked to give a word beginning with "s". If he repeated a word already given or couldn't think of one, he sat down. Their large vocabulary was astounding. The game continued with other letters of the alphabet.

The vocabularies and interests of these pupils of the University of Chicago Laboratory School is largely a result of their rich home backgrounds. The words are learned in conversation, from books provided by the parents, and family travel. Instead of using formal spelling books, the teacher begins at the child's level, capitalizing on his familiarity with words usually beyond the reach of the average child.

### They Tell and Write Stories

In the story telling period, these children showed a real sense of humor. One told of a dog's birthday party to which all the best dogs had been invited. A present for the honored pet was dog bubble bath!

Their imaginations find an outlet in story writing. Some have written stories from 16 to 25 pages long. Imagine seven and eight-year-olds writing young novels!

In reading the class is divided into three groups—slow, average, and advanced—according to the ability of each pupil. The advanced primary children are reading on fifth and sixth grade levels.

To expand creative ability, no patterns are used in art work. Each child designs, paints, weaves, and creates as he is prompted.

# What Should Intelligence Tests Do?

KEN W. F. COOPER

## Check One:

- A. Find out a pupil's chances for success in school?
- B. Reveal a pupil's home environment, family position?
- C. Measure true or native intelligence?

A whole new idea of intelligence testing is being tried out currently by a group of American educators. It arises from studies of the present forms of intelligence tests which, says one professor of education, are not tests of real intelligence at all. He contends they simply measure or predict a pupil's chances for success in school, or reveal a pupil's home environment or family position. They may even discriminate against children from families of low-income groups. He questions whether these tests are good and offers a well substantiated claim that they are not.

## What's Wrong with Present Tests

When you examine closely the tests commonly used, you soon discover inadequa-

cies which challenge your common sense. To illustrate, let's apply an intelligence test to two sixth-grade pupils, Johnny and Billy.

One problem in our test requires the pupils to know the word "sonata." The details of the test we can skip. The results are that Johnny gets the right answer and Billy misses it. On this basis the test might be said to prove that Johnny is the brighter of the two boys. But let's look more closely before we accept this proof of superior intelligence.

Why did Johnny get the right answer? Johnny comes from a "better" home where well-educated parents listen to and discuss fine music. The word "sonata" is mentioned, and some preferences are expressed by members of the family. Johnny, therefore, comes prepared through environment to solve the "sonata" problem correctly.

But how about Billy? Billy comes from a "poor" home where classical music plays little or no serious part in listening habits or in family conversations. Billy's environment provides nothing to help him to solve the "sonata" problem.

There is a basis for doubt as to the value of the "sonata" problem as a device for measuring intelligence. The results of the test reveal the home environment of the pupils or the family position, but how valuable are they as a measure of intelligence if, indeed, they measure intelligence at all?

## Experiments with New Tests

It was this kind of research and discovery which encouraged the educators to examine further. Under the chairmanship of Dr. Allison Davis, professor of education at the University of Chicago, a continuing study which started five years ago is being conducted in a broad way. As part of the study, several experiments have been carried out



Environment or intelligence?

with a group of 700 school children.

Here is an example of the previous type of test problem:

A symphony is to a composer as a book is to what?

paper . . . sculptor . . . author . . . musician . . . men

Of the "upper class" group, 81 per cent answered correctly, while of the lower group 52 per cent were correct. Then a similar type of problem was presented to the same group:

A baker goes with bread the same way that a carpenter goes with what?

a saw . . . a house . . . a spoon . . . a nail . . . a man

Fifty per cent of each (higher and lower-income) group answered the problem correctly.

Dr. Davis' research is going further than merely studying the composition and results of the more widely used intelligence tests and their revisions. He is keenly aware of the need to reduce and remove all prejudices. He recently told a group of school administrators:

"One of the big wastes of human resources is our failure to develop fully the potential mental ability of the 50 per cent of our pupils who come from the lower-income groups. We lose this mental ability because of the failure of intelligence tests to measure the real mental ability of the children from these groups and the failure of schools to recognize and train this ability."

### Problems from Life

It is too soon to know the results of the new tests which Dr. Davis' group has conducted. Their experimental tests are built around problems which are the common experience of all children. Strangely enough, problems on lifelike experiences are more difficult for children of both groups, as shown in a large reduction of percentage of correct answers from higher groups and in an only slightly larger increase in the percentage of correct answers from the lower groups. The results, however, show that when problems built on the common experience of all children are given, the children in the lower groups get solutions correct as often as children in

higher income groups, even though the former may take a longer time to answer. Dr. Davis also questions whether the time element in testing deserves the importance given to it in earlier tests.

The value of future intelligence tests will depend upon their being free from bias of any kind. The new tests will measure reasoning, memory, observation, ability to appraise values, and creativeness. Freedom from unfairness will be achieved in two ways: (1) by using words and phrases familiar to all groups, avoiding fancy, "literary" terms, and (2) by using problems based on lifelike experiences common to all children. The experiences will be real ones, not based upon situations set out in children's books.

### Better Curriculums Needed

There are no predictions as to how the results of the new tests may affect future curriculums. "All our findings," says Dr. Davis, "point to the same conclusion: The greatest need is for intensive research to discover the best curriculum for developing children's basic mental activities.

"Let us ask ourselves this simple question: What proportion of the *basic mental problems* met by children (and by adults, for that matter) in their daily life can be solved by having a large standard vocabulary, or skill in reading, or skill in arithmetic processes? These routine, largely memorized activities are little help in developing a child's ability to reason, or to analyze his experiences, or to work creatively."

While the results of the new tests are coming in for analysis and evaluation, Dr. Davis makes some interesting comments on present and future school methods and subjects:

"A democracy is a place where ability is discovered and recruited in all groups, and given a fair chance to go to the top for the benefit of the nation.

"We need all the able people we can find. To find them, we must have a way to measure their real . . . intelligence, no matter how poor their environment has been. They have to be discovered in childhood, in their first years in school. That is why new tests of real, native intelligence are essential."

# Professional Bookmen of America

C. J. PERKINS, Kansas City

ON June 23, 1949, at the Missouri State Teachers Association Building, Columbia, Missouri, the Zeta Chapter of Professional Bookmen of America (Pi Beta Alpha) was organized with 29 charter members as follows:

Ben Beeson, Aaron E. Botts, W. O. Brownlee, Everett Deardorff, H. E. Dethrage, H. H. Freeman, Hubert Gramstad, William L. Gray, C. E. Holgerson, William H. Hunnicutt, Waldo P. Johnson, D. H. Kay, O. P. Keller, L. F. King:

Gordon F. King, C. A. Kitch, Fred Miller, Forrest Moore, C. W. Park, C. J. Perkins, J. W. Reaves, Fred L. Spees, Sam M. Sprout, George W. Somerville, R. W. Townsend, Paul E. Vaughn, R. H. Weeks, L. E. Wheeler, Charles M. Withrow.

Officers elected were: R. W. Townsend, president; Charles M. Withrow, vice-president; C. J. Perkins, secretary-treasurer. J. W. Irwin of Columbus, Ohio, a co-founder of Pi Beta Alpha, represented the national society.

Pi Beta Alpha was founded in 1947 in Columbus, Ohio, by a group of textbook men who believe that the development of such a society will mean much to education.

The membership is limited to bookmen, publishers, and sales managers with certain professional qualifications and ten years of service. Twenty-six states with 256 members are represented.

The purpose of Professional Bookmen of America is:

1. To foster high professional standards among the bookmen of America.
2. To give recognition to deserving men within the profession.
3. To create, on a national scale, a better understanding of bookmen's problems.
4. To facilitate the exchange of educational information.
5. To promote a social and fraternal spirit among bookmen.
6. To assist and to encourage existing bookmen's organizations.

In an article, "Bookmen Are Builders," Joy Elmer Morgan, editor, *NEA Journal*, says, "Bookmen can do much to increase



school support. They can use their influence to build up an understanding of the purposes, achievements and needs of the schools; to support public men who stand by the schools and retire from office those who do not. . . . Our expenditures for school books are far too little as compared with what they should be to make the most of our school plants and our teachers. Professional Bookmen can add immensely to the prestige, power and effectiveness of education."

The first national convention of Pi Beta Alpha was held August 12, 13, 1949, at French Lick, Indiana. Two Missouri members were elected to national offices: William L. Gray, president; and R. W. Townsend, secretary; Lloyd W. King, executive secretary, American Textbook Publishers Institute, and Waldo P. Johnson, president, Webster Publishing Co., delivered addresses at the conference.

In addition to Missouri, five other states have organized chapters: Ohio, Alpha; Minnesota, Beta; Indiana, Gamma; Pennsylvania, Delta; New Jersey, Epsilon.

# A New Rural Teacher Asks Questions

**Mrs. Mary Margaret Long, an experienced teacher, gives good advice to a beginning teacher before the Boone County Community Teachers Association\***

Carleton: Mrs. Long, may I sit here by you?

Long: Of course! You're a new teacher in the county, aren't you?

C: Yes, I'm a new teacher, Period!! I'm Margaret Carleton, and I *did* plan to teach with you in the Rocheport school this year.

L: Oh, I'm so glad to know you, Margaret, but what is this you just said—that you *did* plan? What do you mean?

C: Oh, I've always wanted to teach—and I didn't think it would be hard—to teach in *just* a rural school, but that meeting yesterday frightened me. Now, I believe you need *more* knowledge, *more* skill, and *more* experience than you do in a city school.

L: I agree with you, Margaret; there *is* more responsibility in teaching a rural school, but I've found it a very satisfying experience.

C: After yesterday's meeting, I realize what a job it really is, and Mrs. Long, I'm scared. I don't see how I can do it all—teach so many classes, know what textbooks are needed, make the children like me—*everything*!! Oh, Mrs. Long, do you think I should resign?

L: No, Margaret, the very fact that you recognize your responsibilities and are disturbed by the enormity of the job recommends you to me. By the way, how did you know my name?

C: I asked. You look like someone who "knows the score"—and I was so glad when I was told that you are the Mrs. Long, my co-worker in the Rocheport school. You don't mind my barging in this way?

L: Oh, no; and I'm going to let you in on a secret, I've attended Plan Meetings for several years, and every time I feel that the job is *too* great and I am too small. And every time I have to remind myself that *this is my challenge*. Of course, it's not easy, but it's important, it's interesting, it's

satisfying—so year after year, I come back for *another* plan meeting.

C: Then, you think I won't be cheating the children if I try it?

L: I think, if you take advantage of all



the assistance that is available, you'll make a splendid teacher. You are enthusiastic and conscientious, and you'll find the answers to your problems. Now, just what is troubling you first?

C: Well, there seem to be so many unrelated details—I don't know where to begin.

L: I know, but I believe you'll find it follows a pattern—materials, techniques, philosophy, classroom organization, management, reports, tests, and public relations. Will it help you to think of your problems according to these classifications?

C: Well, maybe so—

L: You know the book lists you received yesterday? You and I can drive out to the school and check the books on hand, then we will know which ones will need to be purchased. Our Missouri State Teachers Association stocks the books from 80 companies so you will need to make out only

\*The dialogue was prepared by Mrs. Edith Mourning, Fine Arts Supervisor, Boone County.

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OCTOBER

one order. Profits from these sales helps hold our dues in MSTA down to a minimum.

C: Oh, it sounds much easier if you will help me, but I'm puzzled about what to teach in each grade. It's all in the State Course of Study, they say—but I'll never learn all that—there are 541 pages—I looked to see.

L: Yes, it is a big book, but it's a guide and you'll find many of your problems are answered in it. Don't try to memorize it, but learn how to use it. Turn to the Table of Contents. See where it says, "Introduction"—pages 11 through 36. Read it carefully. Then, each unit has suggested activities listed in the margin. These have been carefully planned for your use. Choose activities that best fit the needs of your group. No one can do all of them.

C: That's a relief, but—another thing—this Fine Arts Program—I thought Mrs. Mourning would teach the Art and Music—and now, I find that I do that, *too!!*

L: It wouldn't be possible for her to teach the desired music and art for all of us in her limited time. These activities should evolve from the units as they develop. Mrs. Mourning suggests new activities and helps with techniques. Have you had much musical training?

C: Oh, I play the piano some, but I've never learned the techniques of teaching music to children.

L: Mrs. Mourning will love you. She says that any teacher who will work, learning how to teach a rote song, sight singing, and rhythmic activities, as hard as they do in teaching other subjects, will be successful in teaching music.

C: Well, if she will help me, I'll do the best I can—but you mentioned Reading. How do you ever teach a brand new first grader how to read—a child who doesn't know a word. I don't even know how to start.

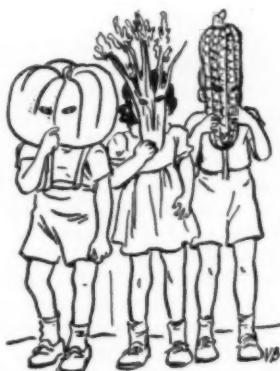
L: The Guide Books with your basic readers tell you exactly what to do—even what words to say. They have been developed by experts in that field, and they save hours of a busy teacher's time. I use every guide book I can get and am *so* grateful for their help.

C: Well, *I can read*, so surely, I can get along with that. Oh, you've helped me so much already.

L: I'm glad. Now, what's next on your "worry" agenda?

C: Oh, Mrs. Long, do you think the children will like me? I've heard that they are pretty hard to manage in that school.

L: Don't worry too much about discipline. When the children discover that you are sincere and fair at all times, and that you have interesting, challenging activities planned for them, they will cooperate, I am sure. They will be too busy and happy to think about mischief.



C: But the *mamas!!* I think I'd die if one of the mothers should come to school. I'd know she was there to criticize me.

L: Oh, no, the mother who comes to school is usually the one who is interested in exactly what you desire—a good school for her child and the other children. Consider her a friend until she proves otherwise. We have a P.T.A. there at Rocheport, and it is so very helpful in improving the school. I know you will enjoy knowing the mothers.

C: How about lipstick?—smoking?—dating?—some of the girls say you have to be a regular nun if you teach in the country.

L: Well, I'm sure you'll never dress or conduct yourself in questionable taste. My advice is to conform to the customs of the community. You can't blame parents for wanting their children's teacher to be ad-

mirable in all respects.

C: Oh, thank you, Mrs. Long. You're so helpful just as I thought you'd be. There's one thing I won't have to do in the country, I guess—that's to teach the beauties of nature. Our Rocheport children are surrounded by loveliness—the river, bluffs, beautiful trees.

L: You're right when you say they are surrounded by loveliness; but you're wrong in assuming their appreciation does not need to be awakened. I'm sure you will need to develop their awareness and their understanding of their beautiful surroundings. Love of beauty often has to be consciously taught; it doesn't, like Topsy—just grow.

C: I'm going to try to teach my children the beauty of our great country.

L: Your children will recite the Pledge of Allegiance to the Flag. It is important that they know the meaning of these words, too. Patriotism, like love of beauty, has to be consciously taught. "Democracy" is just a *word* until a child has had experience in making plans and decisions, in getting along with others, and in accepting the consequences of his own acts.

C: You mean you don't just tell the children that this is a wonderful country, and that they should obey its laws.

L: You do that, too, but children need to know why—they need to actually experience life in a democracy on their own level.

C: Oh, yes, we "learn by doing." I had that at Christian. John Dewey, isn't it?

L: That's right, but I believe we learn by doing, *plus*. People sometimes do the same thing over and over with no improvement, no growth. Children, without proper supervision, often make the same mistakes again and again. That's where we teachers come in. We help them evaluate their doing, so that they may do better next time. This is true in art work, arithmetic, reading, writing, every area—even behavior or character development. To provide for growth, we must help children develop all their abilities which will give them more information, more insight—so that the next doing will be on a higher plane than the last. Love and appreciation of our country is taught in just this way.

C: Well, I won't have any trouble about playtime. I'm crazy about baseball and I'll play with the other children.

L: That's fine for the older ones; but in

my room, I have to think about the little folks who are just learning to share, take turn, count scores. They need supervision, too, you see.

C: That's right! Well, I see, this isn't just a recreation period for me. I'm still on the job.

L: The children in our school like folk games. They play them outside in pleasant weather and indoors on cold or rainy days. They like to sing and play 'Roman Soldiers.'



C: Oh, that's fun! I can hardly wait!

L: So you *still* want to be a teacher—even after you know about reports, furnaces that balk, lesson plans, workbook checking, janitorial problems? You *still* want to teach a country school?

C: Yes, I do, for I know now that I can do it with *your* help, and that of the County Superintendent, the Fine Arts Supervisor, the County Health Nurse, and the Supervisor from the State Department of Education.

L: You forgot someone—the Missouri State Teachers Association. Have you paid your dues—and those of the National Education Association? You can do that at the desk in the corridor. Every teacher should affiliate with these great organizations which have been and are doing so much to professionalize teaching.

C: I'll join today, and I'll subscribe for my magazines, too. They will help me to be a better teacher.

L: You're right, and you and I, and each of us, in this great school family, will pledge our highest service, with one hand holding that of a little child—the other in that of the greatest Teacher of all.

# Our Schools Are What We Make Them GOOD CITIZENS EVERYWHERE ARE HELPING!

ITE: NATIONAL CITIZENS COMMISSION FOR THE PUBLIC SCHOOLS, N. Y. C. 19

Posted as A Public Service by Your Outdoor Advertising Company



Posters Like This Were Donated by Advertising Companies

## PROMOTING EDUCATION

Teachers will be glad to know that there are others than members of the profession that are interested in promoting the cause of good education for children. Two special groups are the Advertising Council of America and the recently formed National Citizens Commission for the Public Schools.

These two groups cooperatively help to sponsor the poster displayed above. During the month of September outdoor advertising companies throughout the nation donated billboard space for this advertisement. It was through the efforts of the Advertising Council and the Citizens Commission that this was accomplished.

Henry Toy, Jr., 35, du Pont Company executive and founder of the Council for Delaware Education, has been appointed Executive Director of the new National Citizens Commission for the Public Schools. Roy E. Larsen, president of Time Inc. and chairman of the Commission, has announced.

"In his capacity as Executive Director of our Commission he will be able to give all his time and the full benefit of his experience to implementing the program out-

lined by our members. According to part of this program the Commission will act as a clearing house of information to enable one group of citizens endeavoring to improve their local public schools to profit from the experience of others. Mr. Toy will also assist us in carrying out many other projects which we are planning to help encourage the broad public interest in the public schools which we believe is necessary to solve the many extremely serious problems which confront the schools today."

The National Citizens Commission for the Public Schools is composed exclusively of laymen, many of them outstanding in business, labor, law and publishing. It was formed last May to work for concerted action by citizens in their own communities. The group has received initial financial support from the Carnegie Corporation and the General Education Board. Its officers are, besides Mr. Larsen: James F. Brownlee, former deputy director of the OPA, vice-chairman; John A. Stevenson, president of Penn Mutual Life Insurance Co., treasurer; and Leo Perlis, director of the National CIO Community Services Committee, secretary.

Mr. Toy will be heading the staff of an organization which Dr. James B. Conant, president of Harvard University, last spring called "potentially the most important move for the advancement of public education taken in the last fifty years."

# Let's Look at Your Health Program

C. O. JACKSON, Professor, Physical Education, University of Illinois\*

## Principles to be observed in organizing and conducting an adequate school health program

MARK TWAIN is supposed to have said "Everybody talks about the weather but nobody does anything about it." Perhaps the same thing might be said about school health and health education in many schools.

Since the formulation of the Seven Cardinal Principles in 1918, and the Educational Policies Commission statement in 1938, health has been recognized as the foremost objective in education. Why, then, is there such a dearth of adequate programs in the schools of today?

Perhaps one reason is the lack of well-trained teachers in the area of health education. This is gradually being overcome through improved and expanded teacher training. Furthermore with the increasing over supply of coaches and teachers of physical education, some of them will find positions on the elementary level, and in recreation, but many will recognize and seek the great opportunities in health education.

Many administrators and school boards have not accepted their responsibilities for providing a healthful school environment, and functional instruction in health education. It is also a fact that too many teachers have justified their own lack of emphasis in these areas by assuming that health was out of their field, and that someone else would take care of it.

Perhaps a practical starting point for doing something constructive about the program would be to evaluate its various aspects. The following set of goals or basic assumptions provide such a device. They were prepared on a workshop basis by committees of graduate students† and represent group thinking and agreement. As you read the list, let's evaluate the health program in your school and see just how good or how poor it is.

\*Visiting Professor, University of Missouri, Summer 1940.

1. Health education must be accepted and fostered by the administrative authorities of the school as a part of the educative program if it is to succeed.

It is almost impossible for a teacher to develop an adequate health education pro-



gram without the support of the principal, general supervisor, and superintendent. It is also true that few teachers will initiate and develop an adequate health program if the superintendent and principal do not expect it. The implications for the administrators are clear.

†Committees

G. P. Curtright	J. G. Griste
F. L. Miller	J. C. Howard
<b>M. W. Settle</b>	Dorothea Miller
S. Vosevich	J. H. Sanders
Patricia Watkins	<b>B. R. Van Nostrand</b>
Dorothy Davidson	C. S. Deck
F. G. Klang	R. C. Rice
D. W. Kumpy	Virginia Slater
N. S. Lawnick	<b>O. W. Spurgeon</b>
<b>C. L. Richardson</b>	G. Van Ronzelen
B. B. Chronister	H. Hamann
C. A. Hannah	W. E. Haynes
<b>A. J. Nurski</b>	<b>J. R. King</b>
P. C. Ritchie	L. E. Stewart
Mattie E. Ross	

Note: Chairmen are indicated by bold face type.

**2. Health education should be a joint responsibility bringing together the school, home and community.**

It is the responsibility of the school administrator to initiate, plan, secure adequate funds to finance, and to supervise the school health program, tying in this program with the home and community needs. The home and community should be equally responsible for backing such a program, and recognizing and stressing approved health practices.

**3. The school should provide a healthful environment in the school for the physical, social, mental and emotional needs of the pupils.**

A healthful environment in the school should be provided through a school program which includes the following: an instructional program recognizing emotional and physical needs as well as mental; a hygienic school plant protecting the pupils; a recreational plan giving all a chance to participate; and extra-curricular activities giving many a chance for further social development. If the school is organized and administered with this in mind, an atmosphere will be created which will encourage the pupil to develop wholesome health practices in these four phases of his life.

**4. The school should provide health services to promote health, protect pupils and personnel from disease and ill health, and to aid in securing the prompt correction of such defects as exist or may develop.**

These services should include periodic health examinations and tests with the parents present, (especially in the elementary school), and notifications sent to all parents suggesting needed corrections. A functional follow-up program must be initiated and pushed vigorously. Cumulative and easily accessible records must be kept. Other services available to pupils, teachers and all school personnel might include health clinics, nursing and first aid service.

**5. The health program for any particular school situation should be shaped with regard to individual needs within the community.**

A health education program should be specifically directed toward meeting the individual needs of the pupils and generally the needs of the home and community. The social and economic status of the com-

munity, the status of children and adults, and the special problems of the community—sanitation, housing, recreation, traffic, communicable diseases, etc.,—should all be given careful consideration.

**6. The school should provide a scientific, coordinated and functional plan of health instruction from kindergarten through high school giving opportunities for experiences so that pupils may develop skill, appreciation and understanding in living healthfully.**

Health activities should be an integral part of the school and community health



program. Health teaching should be continuous, as a daily activity rather than concentrated into a part of the school year, and should include the principles underlying the chief hazards to life and health. While some repetition is necessary to habit formation, various approaches must be used so that meaningless repetition is avoided. Consistent teamwork of all teachers, using both direct, and indirect teaching, and integration will increase accomplishment in health teaching. As far as possible such a program should be based on the health interests, health needs, and the developmental characteristics of pupils.

**7. A health program should have healthy, adequately trained personnel to carry out an acceptable and thorough program.**

Passing a health examination and possessing superior qualifications should be prerequisites to hiring of all teachers and especially the health personnel. The teach-

er is such an influence on the child that his health, education and personality are of great importance. In order for the teacher to carry out a good health program he must have qualities of emotional balance and maturity; plus a basic knowledge of mental, social, and emotional hygiene; of child growth and development; of sociology; and of the principles of health guidance.

**8. The school should provide supervision and in-service training for teachers and place specific responsibility in the hands of some person particularly qualified through education and school health work for coordinating all school health activities.**

In order that in-service training may function well, a teacher must first analyze himself and know his weaknesses and strong points. He must set standards, and try to attain them. Interest in the profession is vital to self-improvement; however, interest alone cannot accomplish everything. The teacher must possess the drive to nurture this interest. As he works and exposes himself to stimulating people and literature in the field of health education, his interest grows and he not only develops professionally but contributes to the profession.

The supervisor or health coordinator acts as a representative of the superintendent to help carry out policies worked out on a democratic basis. He is not an administrator but acts as a technical advisor to the teacher, principal, or superintendent. His observations are useful in both directions of the hierarchy of administration. He works with department and committee heads giving advice and making recommendations.

**9. The administration and the teachers should recognize the limits of handicapped pupils and provide for these either in the regular classroom or in special classes.**

In a democracy we try to make an education possible to everyone who wants it. Many of the handicapped will be able to fit into the regular classroom if the classroom teacher will use a little understanding and patience. Special classrooms should be provided for those who cannot adjust themselves to the regular classroom. In cases where the pupil cannot attend school,

a home study course should be provided by the school through state agencies.

**10. The health education program should be evaluated frequently to see if the health needs of all are met.**

There should be frequent evaluation of health service, health instruction, and healthful school living to determine if the health needs of all pupils are being met. The program should be graded on scope, quality, and results. All who are affected by the program should participate in the evaluation. This might include administrators, teachers, pupils, parents, physicians, nurses, dentists, and others or representatives of these groups. Since these people normally comprise the school health committee, it probably is the duty of that committee to evaluate the health education program and make recommendations for its improvement where needed.

**11. Good public relations and publicity concerning the health program carried on by the school will help in improving and expanding such a program.**

In order to coordinate the efforts of the school with the needs and desires of the community, it is necessary to keep the public well informed of the school health program. Very little information concerning our health programs have reached the public in the past. Sponsoring a good school health program with the pupil, home and community taking an active part is probably the best procedure to establish good public relations. Such techniques as the use of the radio, the newspaper, special exhibits, bulletins, leaflets, and other materials are helpful to publicize the school health program. Publicity information should be carefully screened and evaluated by some qualified person before it reaches the public.

Now that you have read the list of principles to be observed in organizing and conducting an adequate school health program, how does your school rate? If gaps or omissions are apparent, or if the whole program is inadequate, start today to do something about it. Your pupils, your school and your community will be a healthier, happier place and your own task a greater challenge.

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# SECRETARY'S PAGE

## ST. LOUIS MEETING

Plans have been completed for the Eighty-Seventh Annual Meeting of the Missouri State Teachers Association in St. Louis, November 2-4.

The general theme for the Convention is, "Utilization of Human Resources."

On the programs will appear Governor Forrest Smith; Dr. James L. Hymes, Jr., George Peabody College for Teachers; Dr. Hilda Taba, University of Chicago; Dr. Edward Krug, University of Wisconsin; President Lewis Webster Jones, University of Arkansas; Mr. J. C. Woodin, Director, Vocational Education, Wichita, Kansas; Dr. R. H. Montgomery, University of Texas; and General Carlos P. Romulo, Author, Lecturer, Diplomat and Chief of the Philippine Mission to the United Nations.

Special features of the Convention include: Hour of Charm All-Girl Orchestra under the direction of Phil Spitalny and the Shakespearean Play, *Macbeth*, by Clare Tree Major, Inc.

Membership receipts will be required for the Hour of Charm. Adults, not members, will be admitted for \$1.50 and children below twelve years of age for \$1.00. The charge is being made to help defray the cost of the program.

Splendid programs have been arranged by the thirty departmental groups and Friday afternoon will be a time when teachers will receive professional stimulation and growth in their own teaching fields.

The complete Exposition Hall of Kiel Auditorium will again be available for use. Enough reservations are in to guarantee a larger and better exhibit than ever before. The exhibit is recognized as a vital part of the Convention, making a real contribution.

The Assembly of Delegates meets on Wednesday at 9:00 a. m.

Committee reports now being printed will be mailed to all delegates and alternates previous to the meeting. Copies will be available for anyone interested, immediately following the Convention.

If you have not already made hotel reservation, you should do so immediately.

## EVERYONE'S RESPONSIBILITY

As previously indicated, an additional appropriation for public schools to the amount of \$8,000,000 was included in the Omnibus Bill and has passed the House of Representatives. It is before the Senate for immediate consideration when it convenes on October 11.

Whether such an appropriation is made depends on the activity of the rank and file of teachers throughout the state within the next few days. Each has his responsibility and each must do his part. Your Senator has a vote the same as any other Senator.

In the meantime, let us not fail to commend our Representatives on the position the House has wisely taken and encourage them to stand firmly for it.

There is every justification for an additional appropriation. The money is available. All of it would go for teachers salaries. An abundance of data have been supplied. If any information will be helpful, let us know.

## IN BRIEF

Various state-wide organizations are being contacted looking toward the approval of Amendment No. 1 (S. J. R. No. 3), making possible the passage of school levies for current purposes by a majority vote. The results are encouraging.

The Executive Committee met on September 17. Reports of other committees were reviewed. The Committee on Sources of School Revenue met on September 3.

Webster and Hickory Counties were first to send enrollments for all rural teachers. Early payment of dues is helpful to everyone. Eighty-eight counties enrolled 100% last year, with most of the remainder lacking only a few.

Twenty-five per cent of the Association's income for the year closing June 30, came from membership dues. At the present level of operation, dues of \$8.00 would be required if no other funds were available.

The Northeast Missouri Teachers Association has initiated a campaign looking toward the securing of a shower and toilet facilities building at Bunker Hill.

# Our Weapon For Peace

DR. WILLIAM E. DRAKE, Prof. of Education, University of Missouri

THE high dramatization of the instruments of war, the play upon our fears of total destruction, and the clashing of words in the ideological combat, all cause us to lose sight of the great weapon for peace which has been built up in our day. That weapon is referred to generally as *mass education*.

At the dawn of the 20th century, G. Stanley Hall, an eminent American psychologist, was saying that, "Education has now become the chief problem of the world, its only holy cause. The nations that see this will survive and those that fail to do so will slowly perish." Of course, Hall was talking about those things worthy of the name of education, not of those things which breed religious, class, race, and national bigotry, intolerance and prejudice. He was talking about those things which produce a sense of common humanity, an understanding of the needs and interests of all peoples, of those things which help us to produce more food, which bring about a better distribution of the world's goods, which improve transportation and communication, and which help us to live in a more orderly civilized world.

In the United Nations Educational, Scientific and Cultural Organization, our world today has for the first time, a great instrument dedicated to the cause of the education of all peoples. The opening phrase of the Constitution of UNESCO notes that, "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." These defenses of peace can be constructed only as we combat the ignorance of each other's ways and only as we promote intellectual and moral solidarity in our world.

To appreciate something of the significance of UNESCO, we need to go back to the period immediately following World War I. At the meeting of the Versailles Conference in Paris, 1919, Dr. Andrews, President of the National Education Association, presented a resolution requesting the framers of the Covenant of the League of Nations to provide in that document for

international cooperation in education. She was given a courteous reception, but was told that the delegates had to take care of more important matters. Fortunately, the experience at the San Francisco Conference, in 1945, was more fruitful.

Mass education has been referred to as "America's Magic." It has brought us unity and much understanding. What has been magic for America can be magic for the world. What hope is there for peace with more than 50 per cent of the peoples of the world illiterate, poorly housed, poorly clothed, and ill fed?

If we would have peace we must fight for peace. Our best weapon for peace is mass education of the peoples of the world. Wars only aggravate the suffering of all peoples. This is tragically borne out in Europe and in Asia. Peace through the United Nations and UNESCO is our only hope.



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## APPLICATION FOR HOUSING ACCOMMODATIONS

Missouri State Teachers Association Convention, St. Louis, Nov. 2-4, 1949

For your convenience in making hotel reservations for the coming meeting of the Missouri State Teachers Association, Nov. 2-4, 1949, in St. Louis, hotels and their rates are listed below. Use the form at the bottom of this page, indicating your first, second and third choice. Because of the limited number of single rooms available, you will stand a much better chance of securing accommodations if your request calls for rooms to be occupied by two or more persons. All reservations must be cleared through the housing bureau.

### SCHEDULE OF RATES

Hotel	For One Person	For two persons		2-Room Suites Parlor & Bedroom
		Double Bed	Twin Beds	
American	\$2.75-\$4.00	\$3.50-\$ 5.00	\$4.00-\$ 5.00	\$ 8.00
Baltimore	2.75- 3.50	3.75- 4.50	4.00- 5.00	
Broadview	3.00- 6.00	4.50- 7.00	6.00- 8.00	12.00- 18.00
Chase	4.00- 8.00	6.00- 8.00	6.00- 10.00	10.00- 35.00
Claridge	3.25- 4.75	5.00- 7.50	5.50- 7.50	13.50 & up
De Soto	3.50- 5.00	5.50- 8.00	7.00- 13.00	12.00- 20.00
Gatesworth	4.00 & up	5.00 & up	5.00 & up	10.00 & up
Jefferson	4.50- 6.50	5.50- 7.50	7.50- 8.00	14.00- 22.00
Kingaway	3.00- 4.00	4.50- 7.00	6.50- 7.00	
Lochmoor	3.75- 6.00	5.25- 8.00	6.50- 8.00	
Magistic	3.00- 5.00	4.00- 6.00	6.00- 8.00	
Mark Twain	3.50- 5.00	5.50- 7.00	7.50- 8.00	
Mayfair	3.50- 8.00	5.00- 8.00	7.00- 9.00	11.00 & up
Melbourne	4.00- 6.00	6.00- 8.00	7.00- 9.00	12.00- 17.00
Park Plaza	5.00- 9.00	7.00- 10.00	8.00- 12.00	12.00- 20.00
Roosevelt	3.50- 5.00	5.00- 7.00	5.50- 7.50	10.00 & up
Sheraton	4.00- 6.00	6.00- 10.00	7.35- 11.00	9.00- 30.00
Statler	3.75- 6.50	5.25- 8.50	7.50- 12.00	16.50- 19.50
Warwick	2.50-	3.80- 4.50		

Housing Bureau, Missouri State Teachers Association  
1420 Syndicate Trust Building  
St. Louis 1, Mo.

Please reserve the following accommodations for the St. Louis Convention, Nov. 2-4, 1949.

Single Room..... Double Bedded Room..... Twin Bedded Room.....

2 Room Suite..... Other Type of Room.....

Rate: From \$..... to \$..... First Choice Hotel.....

Second Choice Hotel.....

Third Choice Hotel.....

Arriving at Hotel (date)..... hour..... A.M..... P.M. Leaving (date).....  
hour..... A.M..... P.M.

THE NAME OF EACH HOTEL GUEST MUST BE LISTED. Therefore, please include the names of both persons for each double room or twin bedded room requested.

Names and addresses of all persons for whom you are requesting reservations and who will occupy the rooms asked for:

If the hotels of your choice are unable to accept your reservation the Housing Bureau will make as good a reservation as possible elsewhere.

Your name.....

Address.....

City and State.....



## Teacher Invents Visual Aid

ICIE F. JOHNSON, Warrensburg

**Former Missouri teacher finds solution to problems through her own ingenuity**

WITH all the criticism directed at teachers today and the various reasons given for their leaving the profession, Mary Whiteaker Reffner, a former Missouri teacher, reminds us that teaching can be a high calling of trust and honest endeavor. And there are many teachers who have made it just that, and thousands of younger teachers are carrying on those ideals.

Mrs. Reffner was teaching an opportunity room of first graders at Kirkwood, Mo., several years ago. She had tried various devices to interest and help the children, but they did not respond as she wanted them to do. She was so disturbed about

their failure to show progress that she prayed over her problem. Then one evening when she was trying to work out some plan of her own, the idea came for a visual-aid device. She made a simple model for her use in the classroom, and she was so surprised at its results that she decided to share it with other teachers. But before she had completed her plans for the device, she married, gave up teaching, and moved to Wyoming to live. After her husband's death, she returned to her teaching and resumed work on her idea.

Recently she received the United States patent for her device, also the patent rights

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in Canada. She demonstrated her device this summer at the Central Missouri State College of which she is a former student. She was invited in June to come to New York to exhibit her invention at the International Inventors' Exposition which selected her patent as one of the most outstanding of the year. She now plans to go into production with the device.

#### Pupils Name Device

Mrs. Reffner has been teaching at the Garfield school in Billings, Montana, for the past four years, where she has successfully demonstrated the need for her device. Her pupils named it the "E-Z-Way" because it helps them to learn more quickly.

The educational visual-aid device, as her United States patent calls it, is composed of two side walls, a base, and a top. These are fastened together in a suitcase arrangement. The case holds two rollers on which is mounted the scroll that is being exhibited. Two doors complete the case, one of which

has an open window for the reading on the scroll. The device looks like a miniature moving picture screen and can be operated by hand or by electricity. It may be equipped for top illumination.

The device has many uses in helping children in the learning process. For their reading lessons, words, phrases, and sentences can be written on a scroll which can be of any length, and flashed before the children through the little window opening of the framework. Like flash cards, these scrolls increase the eye span and encourage quick recognition. Flash cards after they have been used for awhile by the children get soiled and bent, but the scrolls are never touched by the children; therefore can be used over and over for drill work. The device can be used from kindergarten through high school.

In teaching numbers, the lessons can be made attractive in colors. All the funda-

(Continued on Page 342)



Four of Mrs. Reffner's devices are exhibited in her classroom, showing how they may be used to teach different subjects.

# SPECIAL HELPS FOR

Sunday, November 6

**The Worth of the Individual**

Monday, November 7

**Educational Opportunity**

Tuesday, November 8

**Responsible Citizenship**

Before we list the helps for Education Week we want to describe very briefly the plan followed by the St. Joseph Public Schools in observing Education Week last year.

Their planning started with the appointment of the following committee sympathetic with the observance of Education Week: Charline McHugh, Chairman; Verna Zimmerman, Secretary; Muriel Lomax, Publicity; Sylvia Myers; Max Coleman, Service Clubs; Mildred Thomann, Ministerial Alliance Theatres; Edith McCoglin, Art; and Dorothy Graham, Radio.

After planning the over-all strategy for the occasion the committee members with the help of all members of the faculty developed details.

A scrapbook, complete with clippings, shows the huge amount of space given by the local press to AEW. Article after article was beamed at Mr. Taxpayer giving him complete knowledge about the work that the schools were doing.

Letters were sent to all of the service clubs of the city offering special speakers for a program during AEW. Groups like the Business and Professional Girls' League, Altrusa Club, Art League, Kiwanis Club, Rotary Club and others responded.

All schools held open house at some time during the week. Registration over the city showed a total of 5,636 parents visiting the schools.

Full-page advertisements sponsored by the Junior Chamber of Commerce and other ads by local merchants called attention to the readers the fact that AEW was being observed.

Some schools sent out the official invitations of the NEA while other schools made their own invitations to parents and patrons. Posters made by vocational classes were placed in prominent places and on all street railway buses.

The radio and movies were used as means of creating interest in AEW.

Below is a list of special helps that may be ordered by numbers and titles from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.:

1. **Manual for American Education Week 1949**—General suggestions for observance and daily programs. 2 colors. 16p. 8x10½ inches. 25c.

2. **Poster**—For use in schools, stores, public buildings, and elsewhere. 4 colors. 16x21 inches. Sold only in packages of 10; 75c per package.

4. **An Invitation**—A leaflet designed to be addressed to parents. Space also for personal message inviting them to visit school during AEW. 8p. Illustrated. 3x4¾ inches. Sold only in packages of 25; 25c per package.

5. **Stickers**—Sheets of 10 perforated like stamps. For use on letters, menus, messages to homes and clubs. 2 colors. 1¾x1½ inches. Sold only in packages of 100; 30c per package.

## PLAYS

7. **We Make the Flag** by Evelyn L. Bull. A play for primary grades written for AEW 1949. Large number brief speaking parts, but same children may be used in several scenes. 12p. 25c.

8. **Frankie and the Firebug** by Shirley Guralnik. A play for intermediate grades written for AEW 1949. 5 characters. 12p. 25c.

9. **The Mighty Mysterious Tree** by Jean Byers. A play for junior and senior high schools written for AEW 1948. 16 characters. 24p. 25c.

10. **Health Around the Clock** by the teachers and pupils of the Kentucky Elementary School, Cleveland, Ohio, under direction of Edwina Jones. A playlet for primary grades written for AEW 1947. 30 characters. 16p. 15c.

11. **Beachhead for Freedom** by Lyda M. Ickler. A play for junior and senior high schools written for AEW 1947. 20 characters. 20p. 20c.

RADIO

Democracy  
in the AEW  
notes running  
announcements  
3½ rpm. C  
discount.

RADIO

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# AMERICAN EDUCATION WEEK

Wednesday, November 9  
Health and Safety

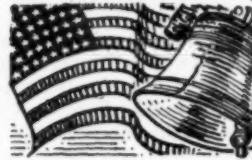


Motor work

Thursday, November 10  
Home and Community  
Obligations



Friday, November 11  
Our Freedom and Security



## RADIO RECORDING

**Democracy Bank**—A radio transcription on the AEW general theme on one face of 10 minutes running time. Eight spot **Visit Your Congressman** on other face of disc. By program 3 1/2 rpm. On one 16-inch disc. \$10 per disc.

## RADIO SCRIPTS

**Complete Set of 9 Scripts** on general theme topics for use as live broadcasts or as skits in assemblies and meetings. \$1.40 per set.

**Democracy Bank**—A 14-minute radio script on the general theme for AEW 1949. This is one recorded as described in item 14. By Marvin Beers. 9 characters. 25c.

**Franklin and the Church Bell** (Education—Safety)—By Marvin Beers. 5 characters. 15c.

**Men's Caravan** (Responsible Citizenship)—By Marvin Beers. 5 characters. 4 1/2 minutes. 15c.

**Health Fever** (Promoting Health)—By American Heart Association. 2 characters. 14 minutes.

**How to Be a Driver** (Promoting Safety)—By Marvin Beers. 7 characters. 4 1/2-minute script on 15c.

**New Here!** (Home and Community—Safety)—By Ruth Moore. 3 characters. 4 1/2 minutes.

**Secure Her Freedom** (Our Freedom—Safety)—By Marvin Beers. 6 characters. 4 1/2 minutes.

**Wear Knee Pants** (Next Decade in Education—Safety)—By Marvin Beers. 1 character. 4 1/2 minutes.

## MOVIE TRAILER

**Movie Trailer**—A 2-minute 35mm sound movie showing general AEW theme and inviting people to visit the schools. For showing in communities. \$10 per print. No discount. Not dated after October 25.

OCTOBER, 1949

Saturday, November 12  
Next Decade in Education



**26. Mimeograph Stencil**—A stencil drawing prepared for use of local schools where mimeographed publications are issued. Actual drawing on stencil is 6 1/2 inches wide, placed at top of legal-sized stencil. Room at bottom for name of local school and a brief message on 8 1/2 x 11-inch sheet. 50c.

## SPECIAL LEAFLETS

**29. Fostering Democracy Through Our Schools—Practical Suggestions**—A leaflet of ideas for schools prepared and supplied by U. S. Office of Education. 12p. Limited number of copies free.

**31. Health—An Essential of Freedom**—A folder prepared by the American Association for Health, Physical Education, and Recreation. By Ruth Abernathy and Elsa Schneider. 10p. Sold only in packages of 10; 20c per package.

**32. Home and Community Obligations**—A leaflet prepared and supplied by the National Congress of Parents and Teachers. 4p. Limited number of copies free.

## PACKET

**33. American Education Week Packet**—Each packet contains a copy of the 4-color poster; 10 copies of the leaflet, **An invitation**; 20 copies of the 2-color sticker; the 16p. manual; display newspaper advertising sheet; leaflets; PGL #58; **Health—An Essential of Freedom**; **Is Your School Health Program Effective?**; **Home and Community Obligations**; and **Fostering Democracy Through Our Schools**. Also radio recording and scripts; movie trailer; and stencil circulars; and order folder. 60c.

# Prairie Teacher With Ideas

A Rural high school teacher builds a unique mathematics laboratory where students "figure out" their problems with concrete visual materials

**I**N THE snowcovered streets five youngsters were at work, figuring the heights of the few frame buildings in the lonesome prairie town. Each had built for the purpose a clinometer of old hockey sticks and scraps of wood, and painted it red and white.

The Chinook, Alberta, high school math class takes field trips as a matter of course. If the snowplow comes to town they go out to study its inclined plane. Indoors they work in a unique math laboratory. Their teacher, John Charyk, believes that one must "increase the understanding of the abstract by increasing the base of the concrete."

## Everything Moves

Chinook, where John Charyk has taught for eight years, is a grain elevator, a railroad station, a collection of frame buildings, population 125, in the drought area of western Canada. The 67 children in its school come by car, walk, ride a horse, or ski across the nine miles of treeless plains from the farmhouses to the brick schoolhouse at the edge of the village.

Inside, just off the large well-equipped science laboratory, which in itself is remarkable in a three-teacher country school, is another smaller lab, a closet-sized windowed room housing a strange world of hockey sticks, string, pieces of sifting screen, brightly painted blocks of wood in odd shapes and set in patterns that look like modern art. Everything moves, everything is hinged and comes apart and fits smoothly together again. Making it move is an old museum trick to get people to look at an exhibit; the curator who sets up a push-button to turn on a light knows that twice as many people will push and look than if the light burned steadily.

The queer shapes, which are actually carefully constructed cylinders, cones, squares, and hyperbolas, are part of a math



"You Just Figure It Out"

lab. "When you don't understand something," explains a student, "you just come in here and figure it out. It makes a problem so clear!" A boy clarifies a trigonometry problem, for example, by setting up a tower (broomstick handle cut to size) in one of the holes of a screen (used by farmers to sift weeds from grain), and hooking hat-elastic from the top of the tower to the proper distance away, counting holes in the screen to get the structure in scale.

Most of his equipment Mr. Charyk makes himself, but to learn trigonometry his students build clinometers, then go forth to sight angles and figure heights.

Mr. Charyk uses three dimensional and spherical as well as flat "blackboards," writing in colored chalk, for instance, on a white plaster-of-paris globe.

(Continued on Page 343)

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# OUR TEACHER POETS

## OCTOBER

OCTOBER, picturesque of all the year,  
Boasts green, brown, yellow, crimson,  
purple dyes,  
Has brilliant birds and flitting butterflies.  
The leaves are falling to their earthly bier;  
Their parents do not shed for them a tear.  
The robins, larks are making transit cries  
And soon will sing beneath much warmer  
skies.

All this reminds us that our winter's near  
Then may October of our lives be spent  
So when our spirits take their flight at bar  
That we will not our words and acts repeat;  
That we, our Savior may behold not far  
With His outstretched, kind, loving hands  
of trust  
To welcome us to home, but not to dust.

—THOS. C. HARGIS, Harrisburg

## AT DUSK

CLEAR CITADELS of freedom, his young  
eyes  
Behold no ugliness in the waning light.  
Soft as pigeon wings the sounds of night  
Settle about him. Noise and the raucus  
cries  
Dissolve into peace of bell sound, spiral of  
smoke.  
Beyond silhouette of warehouse and grimy  
car,  
Squalor of tenement, soot of viaduct, far  
In every direction beyond the graying cloak  
Of the dusky town adventure beckons and  
calls.  
In the hush for a moment his busy form is  
still  
And his eyes seek the Heavens until his  
clear glance falls  
On the evening star. Let him wish his fill.  
In the pause, small things that scarcely  
seem to matter  
Blend in an inward peace no man can  
shatter.

—NINA CRACRAFT, Cape Girardeau

## AUTUMN ON YOUR SHOULDER

I went for a walk by the roadside,  
And when I came home, you see,  
I had gathered this bit of Autumn  
And brought it back with me:

A touch of brilliant bittersweet,  
(Bright as a field in Fall)  
A white wisp of babies breath. . .  
But wait, that isn't all:

A cluster of brittle bean pods,  
And straw-flowers. . . always gay. . .  
Tied with a bit of ribbon,  
And worn on my shoulder today.

—DOROTHY A. MEINERT, Booneville

## JES PLANNIN

IT TAKES a heap of planin,  
To git this ole worl through,  
It takes a heap o doin  
By me, an him, an you.

But if we keep a tryin,  
Mid all the work an strife,  
We're bound to win the victory  
In this short span o life.

An when we're feelin downcast  
An gittin sorter blue,  
Then it takes a heap o tryin  
By me, an him, an you.

An if we keep a tryin  
An keep our aims up high,  
We're bound to win a mansion  
In the home beyond the sky.

And when we win our mansion  
In the land beyond the blue,  
We'll be glad we kept a tryin  
Jes me, an Him, an you.

—ANNA STEARNS, Buffalo

## SUMMER LEARNING

**S**UMMER HAS LEARNING all its own  
To a ten-year-old, who's just half grown;  
For a healthy lad with fishing rod,  
Who finds catfish, fresh air, and God;  
Who swings a grapevine, gets sun tan,  
And the confidence of Superman;  
Who, from dangling at the river's rim,  
Suspiciously, has learned to swim.  
A lad, escaped snakes, drowning, poison  
oak,  
Broken legs, and forest smoke,  
Who comes home skimming pebble rockets,  
Zoology wriggling in his pockets.

—BEULAH M. HUEY, Lincoln

## CHRIST ON THE BATTLE FIELD

**D**ARK are His eyes with sorrow  
As Christ His vigil keeps.  
He kneels to pray among the dead,  
And behold! How He loves them! He  
weeps.

"Father, these were not evil men  
Not winged demons, raining fire from the  
sky,  
But just Earth's children, for whom I died.  
Children of your love: betrayed by war  
makers  
Lured on by promises now broken  
Led on by stirring march of music,  
And blinded by the glitter of false gold.  
Father, the fertile fields lie fallow.  
Empty houses stand desolate.

The Mary's of Earth look forever, in agony  
At their sons on War's Calvary.  
Oh, Father, I would that men could see a  
future  
Where din of war will give way  
To the music of still waters,  
And the peace of pasture lands.  
Where men will live as brothers  
Where children may play safely and sweetly  
As in Your Kingdom. Amen."

There among the youthful dead  
He prayed and cried  
For all the children of Earth  
For whom He died.

—ANNA HUNSAKER, Tuscumbia

## PEACE

**T**WO NEIGHBORS sit under the stars and tell  
Of the days events, of a loved one ill,  
Of a daughter or son now starting to roam,  
Of the preacher's last call, or a fresh painted  
home.

They are richer by far than princes and  
kings,  
The rulers of men and the owners of  
things,—  
Than such ever shall be 'till the world  
shall cease,—  
For the neighbors under the stars have  
peace.

—HARRY EZELL, North Kansas City

## ENGLISH ASSIGNMENT

**I** TRIED to write a poem  
And I found it quite a task;  
But my teacher plainly told me  
That I must, if I would pass.

So I gathered pens and paper  
And pencils by the score,  
Till I had enough material  
To complete this ghastly chore.

Then my work began in earnest  
And I burned the midnight oil,  
While I filled reams of paper  
With my incessant toil.

The joy of living vanished,  
As I vainly strove to find,  
Words and phrases with a meaning  
That would also make a rhyme.

But my efforts all were fruitless  
And my dreams of grandeur lost,  
As each finished page of writing  
Was in the trash-can tossed.

After days and nights of worry  
I had simply naught to proffer,  
But this record of disaster  
And so, it, I herewith offer;

In the hope that all the agony  
Which I have undergone,  
May be the means of saving  
Other students from a song.

—NILE BENSON LONG

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## ITEMS OF INTEREST

**Sherman Tucker** is the new music instructor at Bunker.

**Wilmer Aldrich** has been elected coach and social science teacher for the Winston high school.

**C. F. McCormick**, who is starting his 13th year as principal of Jarrett Junior high school at Springfield, taught courses in guidance during the summer session in the Department of Education, Louisiana State University, Baton Rouge.

**Ezra Craddock** has been appointed high school principal at Bunker.

**Custer McDonald**, Tullahoma, Tennessee, recently moved to Columbia, Missouri. Mr. McDonald, who is a representative for Encyclopaedia Britannica for the state of Missouri except the territories of Kansas City and St. Louis, succeeds R. C. Verhines, who has been promoted to a position in the Chicago office of the company.

**Warren G. Dickerson** is the new superintendent of schools at Rutledge.

**Mrs. Ruth Weir**, formerly principal of the Southeast elementary school in Marshall, is now devoting part of her time to teaching three classes in seventh grade English and the remainder of her time to the development of a remedial reading program.

**Charles Farril** of Kearney is the new coach of the Calhoun high school.

**Robert J. Letson**, a student at the University of Missouri, was declared the winner of the essay contest conducted by the aviation section of the Division of Resources and Development. His essay on "Why Consider Aviation in the Education of Today's Child" won for him and his wife an air trip to Havana, Cuba.

**Billy S. Coleman**, a graduate of the Maryville State College, is teaching junior high school mathematics at Chillicothe.

**Catherine Bensen** has been appointed commerce teacher at Eldorado Springs to succeed Norman Gable who has accepted a position in the training school at Kansas University.

**George S. Reuter, Jr.**, superintendent at Calhoun, reports that the school has a new course in vocational agriculture. **Verly L. Jones** is the instructor.

A new, modern water system was installed in the schools this past summer and the buildings were painted.

**Robert C. Moore** has assumed the coaching and physical education position at Chillicothe. He has been at Carrollton for the past three years. Mr. Moore received the Master's Degree from Colorado University last August.

**Floyd Joyce** of Lamar has been elected to teach biology and serve as assistant football coach at Eldorado Springs.

**Mrs. Jean Miquelon**, who has a degree in library science from Michigan University, has been appointed high school librarian at Chillicothe.

**Claudine Pray**, elementary school principal at Eldorado Springs for the past 26 years, has resigned due to ill health.

**R. E. Houston**, superintendent of the Chillicothe schools, reports the following teachers are new to the elementary system: Mrs. Dorothy H. Snowday, music; Mrs. Jessie Alley, fifth grade; Winnifred Evans, third grade; and Frances Carr, second grade.

**Catherine Malcom** has been employed to teach in the sixth grade at Eldorado Springs. **Alice Murry** is the new teacher of the second grade in that system.

**Shirley Sapplington** has been employed to teach girls' physical education at Herculaneum. She is a graduate of Washington University, St. Louis.

**L. W. VanLaningham**, superintendent of the Belleville, Illinois, grade school for the past two years, has resigned his position. Dr. VanLaningham is now director of teacher training at Pennsylvania State Teachers College, Edinburg, Pennsylvania. He was formerly an elementary school principal in Jefferson City.

**Ila McCurdy** is a special teacher of reading in the Cabool elementary schools.

**Wayne F. Wright**, principal at Brookfield for the past four years, has been appointed principal of the Monett Junior-Senior high school.

**Lester Gillman**, superintendent Noel consolidated schools, reports that the new industrial arts building is ready for occupancy. Noel completed a new agricultural building last year.

**Patty Mabery** of Bonne Terre is teaching vocational home economics at Herculaneum. She is a graduate of the Southeast State College and has done additional work at the University of Missouri.

**Joe Lee Spears** is the new teacher of science in the Cabool high school. He is teaching chemistry which is being offered for the first time.

**R. W. Townsend**, Missouri representative for the J. B. Lippincott Company, recently attended a two-day national meeting of Pi Beta Alpha, Bookmen's Fraternity, held at French Lick, Indiana. He was elected secretary of the national group. Mr. Townsend is president of the Missouri chapter organized last June.

The Missouri chapter with 29 members was credited with having the largest initial membership enrollment.

**Alva Baker** whose home is at Marshall is now teaching physical education and coaching football and track in the Marshall high school.

**Mrs. Fayrene Aubuchon** of Festus has been appointed to teach kindergarten for a half day and spend the other half day teaching in the high school and helping with the school records at Herculaneum.

**Donald Threlkeld**, Gunnison, Colorado, has been elected supervisor of music for the Cabool consolidated schools.

**Morris Osburn**, a graduate of the State Teachers College at Kirksville, is the new coach and teacher of boys' physical education in the Herculaneum high school. Mr. Osburn

was an outstanding athlete during his college days.

**Sara Chiles** of Buckner is the new teacher of vocational home economics in the Marshall high school.

**Bransford Collier**, principal Troy high school for the past six years, has accepted a similar position at Eldon.

**Ules Lawson**, Hominy, Oklahoma, is the new principal of the West elementary school in Jefferson City. Mr. Lawson formerly taught in the Columbia, Missouri, schools for five years. After more than three years in the service, he was with the Veterans Administration for two years and then went into business in Hominy.

**Mrs. V. E. Kresse**, who taught music and mathematics in the Marshall high school last year, will devote full-time to vocal music and will spend at least one day each week in the elementary schools of the system this year.

**Mason Gene Martin**, a graduate of the Southeast State College where he majored in speech and English, is teaching English in the Herculaneum high school. Mr. Martin was assistant editor of the college paper, "Capaha Arrow," while at Cape Girardeau.

**Luella Ellis**, a graduate of the University of Missouri, has been appointed to teach home economics at Cabool.

## ANNOUNCING . . .

### THE ROAD TO HEALTH

#### A New Series of Health Books for Grades 1-6

*Jones—Maloney—Morgan—Landis*

A NEW approach to health education.

A POSITIVE program for total health, including physical, mental, emotional and social health.

#### Consider These Features:

The FIRST Series with a built-in program of recreatory activities—games and stunts that motivate good health practices and insure a functional health program.

- Pupil Motivation
- Positive Mental Health
- Health Activities

### LAIDLAW BROTHERS

328 S. JEFFERSON ST., CHICAGO 6

BASIC TEXTBOOK PROGRAMS FOR ELEMENTARY AND HIGH SCHOOLS

**Virgil Edmonds** of Miami, Missouri, and a graduate of William Jewell College, is teaching social studies at Marshall.

**Mrs. Virgil Edmonds**, a graduate of George Peabody College, Nashville, Tennessee, and a former teacher in Kansas and Tennessee, is now teaching the first grade at the Southeast school in Marshall.

**Mrs. Hazel Collins**, who formerly taught at Bell City, is now teaching English in the Cabool high school.

**Mildred Freddie** of Norborne is instructor in commerce at Marshall.

**Howard Gene Kruse**, a graduate of the Southeast Missouri State College, has been employed to teach commerce and English in the Marquand consolidated schools.

**J. V. Wilson**, principal of the Riverview Gardens school for the past four years, has been elected assistant superintendent of the Belleville, Illinois, grade school system.

**Wilma Clark** has been employed as principal of the Randles grade school.

**Gladys Tupper**, a former teacher in the Urbana schools, is now teaching commerce in the Cabool high school.

**Kathryn Snider**, Kansas City, is teaching mathematics in the Marshall high school.

**Mrs. Myrtle Fleming**, a graduate of the East State College, Johnson City, Tennessee, is teaching biology and general science in the Couch high school.

**Virginia Housman**, an elementary teacher at the Southeast school in Marshall, has resigned to accept a position as first grade teacher in the West school in Jefferson City. Miss Housman began her career as a teacher in the Saline county rural schools in 1930.

**Don O'Neil** is the new athletic director for the Fulton high school.

**Robert C. Colson**, registrar at Lindenwood College, has become business manager of the institution.

**Olenthus Schuster** has been elected high school principal at Cabool to succeed **Don Edwards** who resigned to accept a similar position at Brentwood.

**Mrs. Fred Newman** is the new teacher of the fourth grade at the Southeast elementary school in Marshall. She formerly taught in Minnesota.



### SWANKS 1950 16mm Sound Motion Picture Catalog

Bigger and better than ever, this new Swank Catalog lists 16mm film titles in every classification to meet your specific requirements . . . educational . . . travel . . . world events . . . religious . . . features . . . comedies . . . sports . . . cartoons . . . plus the finest, most modern projectors and movie equipment.

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WINTER SHOWINGS  
IN ADVANCE!  
Write for your catalog  
now — from Swank —  
the Midwest's finest li-  
brary of 16mm sound  
films.

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**SWANK MOTION PICTURES, Inc.** Ray Swank Pres.



*Chuck your antediluvian wall charts as so many teachers have done. The best idea in reading readiness is in two big, beautiful, meaningful books—one with just pictures and one with pictures and 52 basic words. Both are woven around the characters created for EASY GROWTH IN READING.*

*Sooner or later every one of your pupils must know something about insurance, social security, instalment buying, taxes, savings, or investments. To give them this "know-how" you teach the kind of practical mathematics that helps in everyday life. Where can you find it? In Dr. Grossnickle's new GENERAL MATHEMATICS.*

*A strip of forest land extends across North America, Europe, and Asia. Inhabitants of this strip, although in three different continents, have many characteristics in common. You can easily explain this geographic feature to your class if you use NEIGHBORS AROUND THE WORLD in OUR NEIGHBORS GEOGRAPHIES. In this text, there are 22 pages, each devoted to a two-color, pole-centered map showing the location and extension of the region being discussed and a photograph portraying the main activity or characteristic of the region.*

*October is the month to furnish your library in preparation for Book Week. The WINSTON PRICE LIST, pp. 20-24, gives you our leading library titles. For complete description, ask for library booklet.*

**ADVENTURES IN READING**—a three-book series for Grades 7, 8, 9—solves the prevalent problem of where to obtain material with teenage interest but sub-grade difficulty.



**WINSTON** 1010 Arch St.  
Phila. 7

**Mildred McMican** returns to the Lindenwood campus as registrar. She has been employed in the education placement office at Washington University, St. Louis. From 1942 to 1947 she worked in the dean's office at Lindenwood College.

**Charles E. Bess**, teacher of English in the Junior College at Flat River for the last 19 years, has been appointed dean of the college. He succeeds Dr. Roy B. Allen, who has accepted a position on the faculty of the University of Arkansas.

**Mary Elizabeth Hudson** who has had experience in teaching in the state of Virginia, is now employed as the fourth grade teacher at Northwest school in Marshall.

**S. Louise Beasley**, whose home is in Union, Missouri, has been named assistant professor in the department of mathematics at Lindenwood College. She was previously on the faculty at Drury College, Springfield.

**C. Dean Wright** is the new music instructor for the King City public schools.

**Doris Lorraine Henson**, a teacher in the Calhoun high school, was married in August to Howard Vaughan of Eldon.

**Mrs. Estelle Ellis**, teacher of the fourth grade class at Northwest school in Marshall is now principal of the Southeast school in that city.

**Mary King** is the new teacher of social science and librarian in the Couch public schools. Miss King is a graduate of the East State College, Johnson City, Tennessee.

**Martha Elizabeth Reese**, who was graduated in June from the University of Colorado, has been appointed instructor in the department of physical education, Lindenwood College.

**Charles Koelling** has been elected to teach social science and science in the King City high school.

**Ralph Vorhis**, Missouri Valley College, is now directing the work in speech and dramatics at the Marshall high school. He will devote half of his time to speech correction.

#### CLIMAX SPRINGS' NEW TEACHERS

Three members of the Plato public school faculty last year are now teaching at Climax Springs. They are: Mr. and Mrs. Rupert F. Harmon and J. W. Branstetter.

Raymond Sneed, who taught in the Rogersville high school last year, is now on the Climax Springs faculty.

Mrs. Frances Rogers is teaching English and music in the system.

A bond election was held on September 27, to secure funds for construction of a high school building.

#### SCHOOL AND COMMUNITY

NEW TEACHERS

Teacher are: Mrs. nomics; ish; and training.

COLLEGE

The best Missouri name of Northwest

CANAL

Teacher this year, Harlan, a science; H. L. H. commerce, home mathematics.

NEW FAMILY MEMBERS

New to this year national agricultural Camden, son, England.

A new cation, is school for resident C

REQUESTS ON CHA

John E. preparing Charles A. University biography any of our make to the Owen, P. C.

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## NEW TEACHERS AT ADRIAN

Teachers new to the Adrian faculty this year are: Mrs. Peggy Fichter, vocational home economics; Lenore Thornton, English and Spanish; and G. J. Six, institutional-on-the-farm training.

## COLLEGE CHANGES NAME

The board of regents of the Northwest Missouri State Teachers College changed the name of the college effective September 1, to Northwest Missouri State College.

## CANALOU'S NEW TEACHERS

Teachers new to the Canalou public schools this year, according to Superintendent H. H. Harlan, are: Harvard Ollar, Doniphon, social science; Paul Mason, Senath, physical education; H. B. Yarbrough, Chidester, Arkansas, commerce and English; Bernice Rogers, Sikes-ton, home economics; and Joe Hooks, Dexter, mathematics and science.

## NEW FACULTY MEMBERS AT SHELBYNA

New to the faculty of the Shelbina schools this year are: Earl P. Flint, Ridgway, vocational agriculture instructor; Garland Wppard, Camden, science; Charles Schaeffer, Cuba, Illinois, English and speech.

A new course, driver training and driver education, is being offered in the Shelbina high school for the first time, according to Superintendent Chester C. Calvert.

## REQUEST INFORMATION ON CHARLES A. ELLWOOD

John E. Owen of Winchester, Virginia, is preparing the biography of the late Professor Charles A. Ellwood, noted sociologist of the University of Missouri. Mr. Owen started the biography at the request of Dr. Ellwood. If any of our readers have any contribution to make to this biography please write: John E. Owen, P. O. Box 317, Winchester, Virginia.

## CHRISTMAS HOLIDAY TOUR

For the Christmas holidays a tour of about nine days will be offered to Florida leaving St. Louis by train. According to present plans, we will transfer to a chartered bus at Jacksonville for a complete circle tour of Florida visiting Tampa, St. Petersburg, St. Augustine, Miami and many interesting points of the interior. We shall stay at least two days at Miami. A one-day plane trip from Miami to Havana will be offered. This will include a complete tour of this fascinating city. The flight will be based in price upon a minimum of twenty-five.

For information write to: Travel Service, Missouri State Teachers Association, Columbia, Missouri, or to G. H. Jamison, State Teachers College, Kirksville, Missouri.

The advertisement features a large, stylized title 'Alice AND Jerry' in a cursive script, with 'THE NEW' and 'BOOKS' in a bold, sans-serif font above and below it respectively. Below the title, the text 'THE NATION'S BASIC READERS' is displayed in a large, bold, sans-serif font. The entire title is enclosed within a large, thin-lined rectangular frame. In the upper left corner of the frame, there is a small graphic element consisting of a book standing upright next to a curved line that forms a partial circle.

**• Child Experience Stories**  
**• Integrated Textfilms**  
**• The Practical Rebus**  
**• The Triple Teaching Plan**  
**• Complete Word Recognition Techniques**  
**• Special Helps for Immature Pupils**

Write for Information Today

The logo for Louw Peterson & Co. features the company name in a stylized, cursive script font, with 'Louw' above 'Peterson & Co.'. The 'L' in 'Louw' and the 'P' in 'Peterson' are capitalized and have decorative loops. The 'Co.' is smaller and placed to the right of the ampersand. Below the company name, the text 'EVANSTON, ILLINOIS' and 'WHITE PLAINS, NEW YORK' is printed in a smaller, sans-serif font.

## NEW FACULTY MEMBERS AT PARIS

New teachers in the Paris schools this year are: Vern Elliott, music; Martha D. Brockman, speech and English; Paul Watson, itinerant agriculture; Mrs. Cleo Wright, grade 6; and Mrs. Paul Watson, grade 4.

Superintendent E. R. Le Fevre reports that new courses offered in the high school for the first time are speech and driver training. Instruction in driver training will be given by Charles Snelson.

## BUILD VOCATIONAL BUILDING AND GYMNASIUM

The Cabool consolidated school district is building a vocational building and a gymnasium which will seat approximately 1200 people. The vocational building will provide classrooms and shop for both industrial arts and vocational agriculture.

Superintendent D. A. Ferguson says an in-service training program for teachers in the field of reading will be taught by Miss DeFigh of the University of Missouri. This program will be in conjunction with the Mountain Grove school.

Diversified occupations has been added to the curriculum of the Cabool high school on a half-time basis for the first time this year. Joe Cox is the instructor.

## HANNIBAL REPORTS NINETEEN NEW TEACHERS

The public schools at Hannibal started the school year with 19 new teachers. Beginning in the high school for the first time were: Kathryn Jeanne Gross, speech, dramatics, English; Kathryn Kinne, girls' physical education; Louise Goodson, English and librarian; Lawrence A. Stewart, mathematics and Sophomore coach; in the Central junior high was Kenneth Mehl, boy's physical education and general science; Eugene Field junior high was Dennis R. Davidson, vocal music and English; the A. D. Stowell junior high has a new principal, Seaton A. Bonta, Jr. of Chillicothe.

Beginning in the elementary schools were: Leola Lillard, Mary Potter, Ilene Schwartz, Mrs. Emma Pridgeon, Mary Ann Elder, Mecky Paschal, Joyce Palmer, Rosemary Schwartz, Beatrice Sailor, Billie Dean Dixon, Cleopatra Gerhardt, and Alice Brown.

## SECONDARY SCHOOL PRINCIPALS CONVENTION

The 34th annual convention of the National Association of Secondary School Principals will be held in Kansas City February 18-22, 1950.

Those in charge of the convention think that it will equal in quality the convention held last year in Chicago. Those who desire to make a hotel reservation should write H. E. Boning, Jr., Manager, Convention and Visitors Bureau, 1030 Baltimore Avenue, Kansas City 6, Missouri.



## Emphasize the Fundamentals

The NEW INDIVIDUAL CORRECTIVE EXERCISES are enjoyable courses that develop effective language expression. Sentence sense is stressed in conjunction with the study of grammar fundamentals. (Grades 2-6) The WE SPELL AND WRITE books are based on the words children actually use in their writings and the grade in which they write them—a complete spelling course correlated with a supplementary writing program. (Grades 1-8)

The GROWING UP WITH ARITHMETIC series contributes to the development of arithmetic facts, skills, and understanding through practical real-life activities and meaningful reading problems. (Grades 1-8)

PUZZLE PAGES direct the happy, everyday experiences of children into learning activities and insure their development of word analysis, reading skills, number concepts, creative ability, and muscular coordination. (Grades 1 and 2)



Write for Descriptive Price Catalog No. 49  
The McCORMICK-MATHERS PUBLISHING CO.  
Atlanta, Ga. Wichita, Kansas Columbus, Ohio

## **SUPERIOR COACHES TO NEW LOCATION**

Superior Coaches Incorporated of St. Louis, distributors for custom built school busses, recently moved from its office at 3100 Sutton to new offices at 307-09 South Kirkwood Road, St. Louis 22, Missouri. Superior's new location is accessible by Highways 40, 50, and 66, according to Don E. Rosser, president.

## NEW STAFF MEMBERS EMPLOYED AT VERSAILLES

Superintendent Robert H. Clark reports the following members are new to the Versailles schools this year: Kern Etter, Fayette, elementary school principal; Noel Edwin Curl, Springfield, physical education; Mrs. Cora M. Waid, Drexel, vocational home economics; and Jack J. McCubbin, Westboro, English.

## **GYMNASIUM CONVERTED TO CLASSROOM USE**

### New Administrators Selected

The adult industrial education program for veterans in Delta has converted the old gymnasium into four classrooms which are being used by the Delta grade school. A lunch room has also been provided for the entire school system.

New administrators in the Delta system this

year are John Wilhite, principal, high school, and Glenn Jones, principal, junior high school.

## FIVE NEW TEACHERS FOR LINN

New teachers in the Linn school system this year are: John Rissler, vocational agriculture; Mrs. Marjorie Morse, primary; Rosemary Chappée, English; Anna Louise Sims, music; and Dean Morse, industrial arts.

Superintendent Keith D. Swim says three new buildings have been completed for Linn. These include a new vocational agriculture shop, an industrial arts building and a teaching-  
erage.

**NEW TO POSITIONS  
AT FULTON**

Among the new teachers employed by the Fulton board of education in the high school are: Alleyne Cave, New Bloomfield, mathematics; Gene Henderson, Central College, Fayette, instrumental music; Karsa Drew Lynch, graduate University of Missouri, vocational home economics; Mrs. Ruth Minor, graduate Missouri Valley College, Marshall, and Eastman School of Music, Rochester, New York, vocal music; and Donald O'Neil, graduate of Missouri Valley College, Marshall, physical education.

New faculty members in the elementary school include Mrs. Gwen Brandenburg, Mrs. Louise Link, Mrs. Nelle C. Harrison, Mrs. Myrtle Walker and Mrs. Ama Galloway.

**GARDEN FRIENDS AND GARDEN ENEMIES**

1. Look at the pictures.
2. Put F under each garden friend.
3. Put a W under each garden enemy.
4. Draw a ring around each friend that has a harmful insect.
5. Make a line under the friend that makes the best house.
6. Make the line under the friend that pollens to the flowers.

W — to protect your garden

**SIMPLICITY**

**CLEAR EXPLANATIONS**

**SOCIALIZED CONTENT**

1. Tell how you protect your garden from weeds.

2. Make an X before the words that tell about weeds.

— Make water from plants  
 — Cut off rotten leaves  
 — Look pretty in a garden  
 — Make hiding places for insects

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FOR GRADES 1 THROUGH 3**

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- *controlled vocabulary*
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This series introduces fundamental concepts and develops a broad outlook and desirable attitudes. Units deal with a wide variety of simple things. Each book provides adequate textual material and drill for a year's work, plus more than 400 illustrations.

	Book	Manual
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<i>Grade 3</i> . . . . .	44c	44c
<i>Handbook for Teachers</i> . . .	60c	

*Order your needs or write for descriptive folder.*



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### New Items You'll Want to See

#### SUCCESSFUL LIVING SERIES A New Reading Program for the Primary Grades

Busy Days (Preprimer)  
School and Play (Primer)  
We Live and Grow (1st. Grade)  
Making Friends (2nd. Grade)  
Sharing Together (3rd. Grade)  
Ourselves and Others (4th. Grade)

#### 5 NEW BUILD-UP POSTER SETS

- Swiss Life
- Mexico
- Life in Brazil
- Easter
- Early Explorers

See these and other teaching helps displayed at booth No. 114 and 115 at the State Teacher's Convention.



H. H. Freeman  
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**BECKLEY-CARDY COMPANY**  
1632 Indiana Ave., Chicago 16, Illinois

### FAYETTE REPORTS SEVEN NEW TEACHERS

When the Fayette public schools opened on September 6, the following teachers were beginning their duties for the first time: Thomas V. Brown, Gilman City, social studies; Mahala Denney, Lockwood, eighth grade; Mrs. Juanita Turpin, Jefferson City, home economics; Mrs. Dorothy Waddell, Fayette, first grade; John D. Clingenpeel, Fayette, science, physical education and coach; Clara Belle Colley, Liberty, seventh and eighth grades at Lincoln school; and Florastine Cadney, Kansas City, music and English.

### FOR DISTRIBUTION TO CITIZENS

A new publication "Schools Are What We Make Them" is available for distribution to interested laymen in your school district.

The pamphlet is designed to assist patrons who want to do something to help along the development of our schools. It is written so as to enable the lay individual to analyze objectively the aims and attainments of the local school system. The language of the publication is such as to promote its reading and the illustrations are attractive.

Published and distributed by Bell and Howell Company, the publication may be obtained free from either: Pictosound Movie Service, 4010 Lindell Blvd., St. Louis, Mo., or Hoover Brothers, 922 Oak St., Kansas City, Mo.

### MATHEMATICS TEACHERS TO MEET

The National Council of Teachers of Mathematics will hold its Meeting at Wichita, Kansas, on December 28, 29 and 30, 1949. Sectional meetings will be held for teachers in elementary schools, junior high schools, secondary schools, and colleges. There will be discussion groups on topics related to problems representing various phases of mathematics teaching, film forums on recent films and filmstrips and an exhibit of mathematical models, instructional aids, and instruments. In addition, plans are being made to hold a tour of leading industries in Wichita.

Reservations for rooms should be made as soon as possible by writing directly to hotels in Wichita. These include: Allis, Broadview, Commodore, Coronado, Eaton, Hamilton, Kersting, Lassen, McClellan, and Skaer.

The banquet will be held at the Lassen Hotel on Thursday evening, December 29. Reservations should be made in advance by sending \$2.75 to Miss Adele Davis, East High School, Wichita, and if made by December 15th, will be acknowledged by mail.

Schools are invited to exhibit their mathematical models and instructional aids. Arrangements for exhibit space should be made by writing to Miss Harriet Blazier, Hamilton Intermediate School, Wichita, as soon as possible.

Requests for additional information or for copies of the program may be made by writing to Mr. Eugene Nickel, East High School, Wichita, Kansas.

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**HOSPITAL BILL**  
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**Columbia, Missouri**

I acknowledge receipt of the \$55.00 for my hospital bill.

Thank you for the prompt attention you gave to the claim. Any time you wish to use my name as a reference to recommend the insurance, feel free to do so.

Yours very truly,  
/s/ Carrie Elizabeth Maxey  
Bois D'Arc, Missouri  
June 23, 1949

**TEACHER CONFERENCE**

The annual South Central Regional Conference, sponsored by the Department of Classroom Teachers of the NEA, will be held in Muskogee, Oklahoma, in the Severs Hotel on November 11-12, 1949. The conference is being planned by Mrs. Ila M. Nixon of North Little Rock, Arkansas, the South Central Regional Director of the NEA Department of Classroom Teachers. The theme for the conference will be "Unity in Diversity—The Design for Our Profession."

Registration will begin at 6:00 P.M. Friday, November 11. The program at the first general session will consist of the roll call of states; introduction of state department presidents and advisory council members, report of NEA activities; such as, the Sixth Classroom Teachers National Conference, NEA Institute of Organization Leadership, and the Overseas Teachers Visit.

On Saturday morning, November 12, a breakfast for state presidents and advisory council members is being planned. The remainder of the conference will be devoted to discussion groups to consider problems confronting the profession. An organization clinic will be held to discuss local association problems, including such topics as affiliation with the state and national associations, local responsibilities in regard to unified dues, and democratic participation in school administration. The program will include addresses by Philip Wardner, President, and Hilda Maehling, Executive Secretary, NEA Department of Classroom Teachers.

Since this conference is designed for the training of local leaders, it is hoped that many from Missouri will avail themselves of the opportunity to participate.

States included in the South Central Region are: Arkansas, Kansas, Louisiana, Missouri, Nebraska, Oklahoma, and Texas.

**Recent Opinions** by the ATTORNEY GENERAL

**POWER OF BOARD  
IN REORGANIZED DISTRICT**

Board of directors of common school district empowered to act until completion of organization of reorganized district.

**NEW HORIZONS IN TEACHING**  
Suggestions we hope you will find  
helpful and interesting



**Classroom Fun With**

**Halloween Humanettes**

*Humanettes are "pin-ups" plus people*

1. Draw figures, large or small—witch, cat, skeleton, man-in-moon, etc.—on paper. Cut out. Dress with crepe paper or real toggs. Fasten with Scotch tape, pin or sew.
2. Hang up old sheet. Cut head slits, high as cast—long enough for heads to go thru.
3. Pin figures to sheet at base of head slits.
4. Then cut arm slits where they belong. (Head of one person, arms of another give non-synchronized, comical effect.)



5. Originate own program. Three ideas: **MUSICAL PANTOMIME**, lips moving without sound to words of singing group or records. **STYLE SHOW**—commentator

points out styles for well dressed

cats, witches, etc.

**DRAMATIZE FOLK SONGS**—Humanettes sing and act ala opera manner.

6. Cast pops heads and arms through slits—and the show is on.

*We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.*

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**your standard of quality**  
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#### ADDS DRIVER EDUCATION TRAINING

A course in driver education is being offered for the first time in the Marshall high school this year. It is being taught by W. H. Lyon, formerly coach and director of physical education in the Marshall schools.

Through cooperation of Missouri Valley College and the city of Marshall Mr. Lyon will serve as recreational director for the entire community. The facilities of the city and the schools are being pooled in order to get the most effective use for both the young and the adult population.

Students majoring in physical education and in the new humanities program at Missouri Valley College will serve as assistants in this project.

#### Teacher Invents Visual Aid

(Continued from Page 327)

mental processes can be taught by this device, and a distinct advantage is that the children are able to check their own work and find the right answer for themselves. They write their own stories and illustrate them, and scrolls are made for the stories.

A teacher can introduce poems and songs to the children in an effective way with Mrs. Reffner's device. It can be easily used for memory work and review. In the language, science, and social studies, the teacher and pupils can work together on these projects.

Creative art can be effectively taught with the aid of "E-Z-Way." The children can draw their pictures and a "movie" can be made of their drawings and shown in sequence. Excellent results are obtained from this visual-aid device with health lessons in which children can be taught the importance of nutrition, proper exercises, causes of certain diseases, first aid, and many other important lessons by the use of interesting colored illustrations flashed on the scroll.

When Mrs. Reffner was in New York, she was told that her device has an important place in every television studio. It has been used successfully in schools for the deaf and dumb, and in teaching the English language to foreigners.

"E-Z-Way" is helpful to the teacher too," Mrs. Reffner points out, "because one group of children can use it while the teacher is conducting another class."

#### COLLEGES GUIDANCE

The Missouri State Board broadened its program of college making a specialized tests. The Mr. Burwell and Dean

In addition, whereby the visual course inaugurated each term program originally, by the St.

#### Prairie With Id

(Continued)

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## COLLEGE EXPANDS GUIDANCE PROGRAM

The guidance program of the Southeast Missouri State College, Cape Girardeau, will be broadened this fall to include the administering of college aptitude tests to freshmen and making available to all students a battery of specialized aptitude, interest, and adjustment tests. The program is under the direction of Mr. Burwell Fox, Jr., Dean Forrest H. Rose, and Dean Mavis L. Holmes.

In addition, a student counseling service, whereby trained sophomores will give individual counseling to entering freshmen, will be inaugurated this fall and will be continued each term. This phase of the guidance program originated with, and will be carried on by, the Student Council.

## Prairie Teacher With Ideas

(Continued from Page 330)

### Everyone Can See

When he gets out his white wooden right triangle, and attaches blue and white checkerboard squares to its sides, anyone can see that the square of the hypotenuse equals the squares of the other two sides.

Teaching in the air force confirmed him in his conviction that for the best teaching one needs concrete visual materials. His science room is a museum of pickled biology specimens, animal skeletons, bird eggs, rocks and fossils, some of it purchased, some of it scavenged. For social studies he uses charts and maps, bulletin boards alive with clippings, such periodicals as the *Sunday New York Times*, the *Christian Science Monitor*, *Time*, *Newsweek*, *Life*, and others. The projector for film slides is set up on his desk in the classroom in a matter of seconds, eliminating the disturbance of frequent trips to the auditorium for "pictures."

### What Better Tribute?

His students, working among the science specimens and math tools in the labs while he teaches in the classroom, say, "He lets us come out here to work and study as long as we don't fool around."

Not many of them "fool around." Of the 44 graduates in the years 1940 to 1947, more than half entered the University of Alberta, seven became nurses, five took business courses. The youngsters who go to his school want to keep learning. What better tribute could he have?

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ANNOUNCES

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Save Those Teeth

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ENCYCLOPAEDIA BRITANNICA

FILMS INC.

Wilmette, Illinois

## STEPS FOR BUILDING PUBLIC CONFIDENCE

"Building Public Confidence in the Schools" is the name of a new publication issued by the Association for Supervision and Curriculum Development. Seven "keys to public confidence" are outlined: (1) vigorous, competent educational leadership in the schools; (2) lay participation in the formulation of educational aims and in the operation of the school program; (3) genuine concern for the welfare of each pupil; (4) development of the school as a community center; (5) cooperation with community organizations; (6) effective use of community resources in educational programs; and (7) development of educational programs that are concerned with teaching more than the three R's.

Members of the committee that prepared the 60-page publication include: Virgil M. Rogers, superintendent of schools, Battle Creek, Michigan, chairman; Walter Anderson, New York University; Guy H. Hill, Michigan State College, East Lansing; and G. Robert Koopman, Michigan State Department of Public Instruction, Lansing.

Copies are available at \$1 from the association's offices, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## DEGREES CONFERRED

Nearly a third of a million degrees were conferred by Colleges and Universities in the United States during the year ending June 30, 1948.

The number of Bachelor's and first professional degrees conferred totaled 272,144. More than twice as many Master's and second professional degrees were granted last year as were granted in 1939-1940. The total for 1947-1948 was 42,417; for 1939-1940 the total was 26,731, an increase of 58.7 percent. The number of Doctor's degrees conferred rose from 3,497 in 1941-1942 to 4,188 in 1947-1948, a percentage increase of 19.8.

The Office of Education study reveals that 208,581 men received degrees during the year, as compared with 110,168 women.

## FACULTY CHANGES AT SOUTHEAST MO. STATE COLLEGE

A number of faculty changes have been made at Southeast Missouri State College during the summer.

H. O. Grauel has succeeded Jeptha Riggs as head of the English department. Mr. Riggs retired in August after 45 years of service. Miss Jennie Suddath, formerly dean of women and professor of English at Clarinda (Iowa) Junior College, has been added to the English staff.

A. G. Williams, of the industrial arts department, has become head of the department, replacing Dr. Kenneth L. Bing, who has accepted a position at East Carolina Teachers College. R. Graham Wagoner, of Lee's Summit, has been appointed assistant professor in the department.

Roger M. Antoine, of the department of physics at the University of Arkansas, has been appointed to the college physics department.

Succeeding Oliver M. Skalbeck in the speech department is Wayne Thurman, of Bonne Terre. Mr. Thurman holds the master's degree in speech from the University of Iowa. Mr. Skalbeck is taking a position at the Iowa State Teachers College.

John Adams, formerly head coach at Jefferson City and for the past few years senior training specialist with the Veterans Administration in St. Louis, has been named basketball coach and assistant football coach.

In the music department Fritz Heim, who taught at the College during the 1949 summer term, will continue. Mr. Heim has the master's degree in music from Columbia University, New York.

Dr. Charles E. Cooper, of Boonville, has been appointed associate professor in education to teach courses in guidance under the joint auspices of the College and University of Missouri.

Margaret Kurtz, a former member of the library staff, will return this fall as assistant librarian; and Joseph Uhls, a recent graduate of the College, will become instructor and supervisor of physical education in the College Training School.

## ART HOME TO OREGON

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Awards ing with 5 group. Or to receive a third as were given senior high

This is the contest recognition student of determined sons of ch with a sch

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OCTOBER

## ARE YOUR STUDENTS



- really "getting" American History?
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## ART HONORS TO OREGON PUPILS

The results of the Peace Poster Contest sponsored by the Latham Foundation for the promotion of human education gave recognition to the Oregon public schools.

Awards were given according to grade grouping with 50 certificates of merit given to each group. Oregon was the only place in Missouri to receive not only a second place winner, but a third as well. In addition twelve certificates were given to grades and twelve to junior and senior high combined.

This is the first time that Oregon has entered the contest. In addition to contest awards recognition was given to the most outstanding student of art for the year. Talent, ability and determined effort to achieve were among reasons of choice. Pauline Raiser was presented with a school certificate of merit.

Miss Dorothy Graham, teacher of art, also gave a personal award to her future associate of art. It seems that such is neither granted or given to a high school student unless recommendation is given by one known in the art world. A membership into the highest, if not the greatest art organization of America, the American Federation of Art was given to Pauline Raiser.

## SALARY SCHEDULE ESTABLISHED FOR SPRINGFIELD

A committee of the Springfield Community Teachers Association has worked out a revised salary schedule which has been adopted for the Springfield public schools. Teachers with a degree without previous experience will enter the system at a salary of \$2200. These teachers will receive increments of \$100 per year until their salary reaches \$3300.

Teachers with 30 hours of graduate credit above the Bachelor Degree will start at \$2300 and will receive corresponding increments to the degree teachers until a maximum salary of \$3400 is reached.

Credit for experience outside the Springfield system may be allowed not to exceed 10 years. The first three years a teacher is in the Springfield system he will be on a probationary basis. At the end of the period his outside experience, if any, is automatically re-evaluated and might result in an allowance of an increased number of years. Advancement on the schedule shall be contingent on the teachers summer school requirement of at least five years of earned credit every five years for degree teachers and five semester hours of graduate credit for degree teachers and five hours every five years for non-degree teachers.

Teachers who do summer work on special assignment made by the administration will be granted an allotment. Over a period of years these assignments are to be distributed so as to benefit as many teachers as possible.

A teacher taking a leave of absence for a year's study will receive a year's credit on tenure and the formula for estimating summer school credit is to be applied.

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## CHOOSING THE SUPERINTENDENT

"Choosing the Superintendent of Schools" is designed to place selection on a professional basis and to assist school boards in choosing the most competent man available.

The new report, published by the American Association of School Administrators, emphasizes the importance of maintaining a minimum turnover in the superintendency. "Frequent changes in the superintendency," it asserts, "destroys staff morale and makes long-range planning virtually impossible. Hence it is important to keep a good superintendent as well as to find one." Price 25 cents.

## STUDENT COUNCIL MEETING PLACE SELECTED

Hickman High School, Columbia, was elected president of the Missouri Student Council Association at the association's organization convention in Trenton, last April. Columbia will therefore be the site of the 1950 spring convention.

Elected vice-president of the state organization was Nevada high school; elected secretary was Lincoln high school, Jefferson City; and Hamilton high school was named treasurer.

The officer schools will have one-year terms of office. An executive committee of the statewide student council group will be composed of the officer schools and their sponsors plus sponsors of other schools elected for three-year terms by the sponsors of the officer schools.



"He claims he's under the G.I. Bill of Rights!"

## DEATHS

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OCTOBER

## DEATHS

### R. RUSSELL TALBOTT

R. Russell Talbott of Slater, Missouri, died June 21, 1949. Mr. Talbott was a rural teacher at the High Hill school in Saline county.

### GEORGE C. TINKER

George C. Tinker, 62 years old, secretary and assistant superintendent in charge of business to the Kansas City board of education, died August 26.

Mr. Tinker began his duties as an assistant in the business office of the Kansas City system in 1905. He became secretary of the board in 1930. When the school district was changed to the unit system in 1941, his title was again changed to the present status—secretary-assistant superintendent in charge of business.

The illness first struck Mr. Tinker last year in September.

### STUDY STATE SCHOOL SYSTEMS

Comprehensive data on the public and elementary school systems of all the states are presented in "The Forty-Eight State School Systems." The Governors' Conference in 1948 requested the Council of State Governments to undertake the project, and a professional research staff gathered the facts for the Council, securing them chiefly through the governors' offices and the state departments of education.

The study presents data for 1947-48 and previous years pertinent to the evaluation and improvement of the state school systems. In text, tables and charts it deals with the current educational situation in the states, the characteristics of state educational organization and administration, significant aspects of local organization and administration, conditions affecting the teaching personnel, provisions for school plant and other physical facilities, and finance practices.

A section on administration of teaching personnel deals with qualifications of the teachers employed, teacher supply and demand, and teachers' salaries. Tables and graphs set forth for each state the percentage of teachers with specific amounts of college preparation and the percentages falling within designated salary brackets. Average annual salaries for 1937-38, 1941-42, 1945-46 and 1947-48 are shown, both in actual terms and adjusted according to Consumers' Price Indices. Similarly detailed state-by-state data are presented on current expense per pupil, as on school plant, state aid for education, state organization and other important factors. Sixty-two tables and twenty-one charts support the text.

Published May, 1949, by the Council of State Governments, 1313 East 60th Street, Chicago 37, Illinois. 256 pages. Cloth bound, \$4.00.

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## OPEN SCHOOL BOARD OFFICE

The National School Boards Association opened last May a headquarters office at 450 East Ohio Street, Chicago 11, Illinois. For the first time in the history of the Association, a full-time executive secretary is in charge. He is Edward M. Tuttle, formerly editor-in-chief for Row, Peterson and Company, educational publishers.

A native of New York state, and the oldest of seven children, Mr. Tuttle received degrees in agriculture and in arts (education) from Cornell University. For seven years, 1911-1918, he was on the staff of the Department of Rural Education in that institution, holding the titles of Assistant Professor and Editor of the Cornell Rural School Leaflet. In addition to editorial responsibilities, his duties involved extensive travel among New York state schools, speaking at educational conferences of all kinds, a voluminous correspondence with children, and the teaching of teachers in the summer session at the University.

Mr. Tuttle resigned from Cornell to enter World War I, and after a brief period of service undertook the operation of a farm on Long Island.

In recent years, Mr. Tuttle has devoted a considerable amount of time to the educational problems of Illinois and of the nation.

Mr. Tuttle's primary objective in coming months will be to visit as many as possible of the states having state associations of school boards to familiarize himself with their organization and activities and to establish a working arrangement with the National Association.

## MEMBERS SUMMER SESSION FACULTY

Eleven visiting instructors were members of the summer session faculty at the Warrensburg State College. They were: Edwin J. King, Westpoint high school, Kansas City, who taught speech; Nannie Hewitt, East Alton Woodriver Community high school, Alton, Illinois, education; Lavon Wilson, Independence school system, Laboratory school; Beatrice Evans, Averett College, Danville, Virginia, biological science; Dr. L. R. Setty, Park College, Parkville, Missouri, biological science; Verna Zimmerman, St. Joseph school system, physical education; and Nell Sampson, Independence school system.

The four instructors, who taught at Warrensburg for the first time were: Gardner Boyd, Central high school, Kansas City, who taught applied arts and sciences; Mrs. Ethel Coffee, Independence, kindergarten; Emma Krumsiek, University of Missouri, English; and Mrs. Esther Stratton Coffman, Grandview, music.



Ready to enter the dining hall for lunch are the members of the Department of Classroom Teachers who held a conference at Bunker Hill Ranch Resort in August.

## TEACHING AIDS

### GUIDE TO FREE MATERIALS

A new publication "Elementary Teachers Guide to Free Curriculum Materials" has just been announced. It is an up-to-date, annotated schedule of free maps, bulletins, atlases, pamphlets, exhibits, charts, scripts, transcriptions and books that you may have free by writing to the companies listed in the guide.

This Sixth annual edition contains 1990 titles. Educators Progress Service, Randolph, Wisconsin. Price \$4.50.

### FILMS

For a 48-page catalog listing films that are free to the borrower by paying only the transportation charges write Westinghouse Electric Corporation, Box 868, 511 Wood Street, Pittsburgh 30, Pennsylvania.

### READING

For the latest announcement of Dr. Emmett Albert Betts on "Reading: Semantic Approach" get the 29-page bulletin bearing the same title from the Reading Clinic, Department of Psychology, Temple University, Philadelphia, Pennsylvania. Price, 60 cents.

### SCIENCE

For the latest pamphlet on "Science Teaching in the Rural and Small Town Schools" containing 55 pages, write for Bulletin 1949, No. 5, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 20 cents.

### MUSIC

A 64-page report of the recent nationwide survey of piano class instruction in the schools is presented in the new publication "Piano Instruction in the Schools." The survey materials are interpreted by William R. Sur, chairman of the Music Education Research Council. Address: Music Educators National Conference, 64 East Jackson Blvd., Chicago 4, Illinois. Price, \$1.00.

**TEACHERS**—Emergency positions now on file. If available now or for the second semester, contact us immediately. See us at our Booth #132 at St. Louis Meeting of the M.S.T.A. or call at our office and talk over opportunities and plans for the school year of 1950-1951. Write us for FREE enrollment blank.

### SPECIALISTS EDUCATIONAL BUREAU

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Ralph Marcellus, Superintendent Phelps County schools, uses body English in trying to coax a horseshoe to land around the peg. Watching the game are faculty members from Southeast State College, Cape Girardeau, and members of the Executive Committee of the MSTA who came to Bunker Hill for pleasure and business.

## DRIVER EDUCATION

"Smart Driving," a teaching filmstrip of 54 frames, and its accompanying Teachers Manual is designed for use in high-school driver education courses, and may also be used in other classes studying traffic safety. The Teachers Manual contains a reproduction of each frame in the filmstrip, background information on the subject matter, test questions, and selected references.

The filmstrip and one copy of the Teachers Manual are \$2.00. Single copies of the Teachers Manual will be sent free upon request. National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## IMPORTANT EVENTS

### OCTOBER

- 6 Northeast Missouri District Teachers Association Meeting, Kirksville, October 6-7, 1949.
- 6 Northwest Missouri District Teachers Association Meeting, Maryville, October 6-7, 1949.
- 6 Central Missouri District Teachers Association Meeting, Warrensburg, October 6-7, 1949.
- 10 Fourth National Conference of County and Rural Area Superintendents, Memphis, Tennessee, October 10-12, 1949.
- 11 Missouri Congress of Parents and Teachers Annual Convention, Joplin, October 11-13, 1949.
- 12 Southwest Missouri District Teachers Association Meeting, Joplin, October 12-14, 1949.
- 13 South Central Missouri District Teachers Association Meeting, Rolla, October 13-14, 1949.
- 14 Southeast Missouri District Teachers Association Meeting, Cape Girardeau, October 14, 1949.
- 24 American Public Health Association Annual Meeting, New York City, October 24-28, 1949.

### NOVEMBER

- 2 Missouri State Teachers Association Annual Convention, St. Louis, November 2-4, 1949.
- 6 American Education Week, November 6-12, 1949.
- 24 National Council for the Social Studies Annual Meeting, Lord Baltimore Hotel, Baltimore, Maryland, November 24-26, 1949.
- 25 National Council of Geography Teachers Conference, Hotel Cleveland, Cleveland, Ohio, November 25-26, 1949.

### FEBRUARY

- 25 American Association of School Administrators Convention, Atlantic City, New Jersey, February 25-March 2, 1950.

## FORESTRY

A new 16-page booklet "Forests, Their Use and Conservation" listing forestry materials available without charge for classroom use, may be obtained free of charge from the American Forest Products Industries, Inc., 1319 Eighteenth St., N. W., Washington 6, D. C.

## RADIO AND TELEVISION

More than 400 sources of information on radio and television are listed in "Radio and Television Bibliography" issued by the Office of Education. Address Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price 15 cents.

## FOLK SONGS AND DANCES

23-page bulletin, "Folk Songs and Dances of the Americas" includes material from 10 of the 21 American Countries. Pan American Union, Washington, D. C., price 25 cents.

## LIFE ADJUSTMENT EDUCATION

A 30-page bulletin "Primer of Life Adjustment Education for Youth" has been written by Dr. J. Dan Hull, a former Missourian now with the U. S. Office of Education.

It deals with the educational problems of the secondary level and summarizes some of the work of the National Commission on Life Adjustment Education for youth.

Copies may be obtained from the American Technical Society, Drexel Avenue at 58th Street, Chicago 37, Illinois. School price 36 cents, one copy free to each school administrator.

## AIR AGE HANDBOOK

A very attractive 30-page publication entitled "Air Age Handbook" has been prepared for teachers in Missouri public schools by the Missouri State Division of Resources and Development and the State Department of Education.

It makes clear for teachers some of the things that they may do to make the child aware of the many implications of fast, safe and economical mass travel by air.

For free copies of the publication write the State Department of Education, Jefferson City, or the Aviation Section, Missouri State Division of Resources and Development, Jefferson City.

## SAFETY

To help make safety an integral part of science instruction the pamphlet "Safety Through Elementary Science" has been published. Its subject matter deals with the safe use of toys, tools and machines; safe use of electricity; fire prevention; plants and animals hazardous to man; and it outlines desirable practices for suggested activities.

It would be used by teachers of the upper elementary grades. Price per copy, 50 cents. National Commission on Safety Education, 1201 Sixteenth St., N. W., Washington 6, D. C.

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## COMICS, RADIO, AND MOVIES

"Comics, Radio, Movies and Children," deals with the major problems of these devices and points to a balanced way for their use.

The pamphlet is published by the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N. Y., price 20 cents.

## UNITED NATIONS

An illustrated booklet "How Peoples Work Together" will help teachers in providing material for students in grades 8 to 12. The purpose of this book is to depict through numerous pictures and diagrams a simple and interesting over-all picture of the organization and work of the United Nations and the specialized agencies.

Single copy, 50 cents. 25 to 499 copies, 35 cents. Manhattan Publishing Company, 225 Lafayette St., New York 12, New York.

## AUDIO-VISUAL EDUCATION

The proceedings of the Department of Audio-Visual Instruction of the National Education Association for 1948 have been published in mimeographed form.

The 62-page bulletin constitutes an up-to-date symposium on a variety of major topics in the audio-visual field. Each topic was considered by audio-visual leaders who are specialists in the respective phases of the subject.

For copies of the proceedings, available at 25 cents each, write Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## ELEMENTARY SCHOOL

### PRINCIPALS' YEARBOOK

**The Public and the Elementary School**, the 28th yearbook of the NEA Department of Elementary School Principals, analyzes the public relations program of the school from the viewpoint of the principal, the children, the teachers, the parents, community agencies, the public, the curriculum and the administration.

Published in September, the 1949 yearbook indicates how all individuals and groups may cooperate in improving understanding and advancing the school's program. It is available from the department offices, 1201 Sixteenth Street, N. W., Washington 6, D. C. 320 pages. Price, \$3.

## OCCUPATIONAL OUTLOOK

### HANDBOOK

The "Occupational Outlook Handbook" gives employment information on occupations for education and guidance.

It includes reports on each of 288 occupations of interest in vocational guidance, including professions, skilled trades, clerical, sales and service occupations and the major types of farming.

Each report describes the employment trends and outlook, the training and qualifications required, earning and working conditions.

For a copy write for Bulletin 940, 1949, price \$1.75: Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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1. "Famous Festivals of America" wall mural. Accordion folded. 8 Feet long. Lithographed in full color from natural color photographs. Shows 10 famous festivals in America with brief historical background on each. Includes lesson topics with details on many other festivals and pageants in all parts of the country. One to a teacher (Greyhound Lines).

11. "On the Railroad." An informative 21-page booklet on modern American railroading. Contains photographs. Other illustrations in full color. Recommended for grade school reading rooms and libraries. One to a teacher. Not available in classroom lots. (Association of American Railroads).

12. "Questionario Game" is not an intelligence test, but a game with an educational motive. It is divided into nine groups, according to ages, with 50 questions for each age group. Correct answers are given on the reverse side of each question page. (F. E. Company & Company).

13. "Encyclopaedia Britannica Films" new 44-page catalog describing 322 films and containing several area correlations for their use in the school curriculum is now ready. (Encyclopaedia Britannica Films).

14. Aids to a Health and Nutrition Program is a catalog of the materials planned to meet in a practical way the needs of the academic teachers, the specialist and the administrator. (General Mills, Inc.).

15. Basic Outline of Nutrition education program is a descriptive leaflet telling about four evaluation devices offered for a study of school lunch programs. The charts cover 1.) Physical Plant and Equipment. 2.) Management and Personnel. 3.) Food Service and Meals. 4.) Educational Value (General Mills, Inc.).

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# EDITORIAL PAGE

## NEED DYNAMIC COMMUNITY ASSOCIATIONS

One of our big problems in the teaching profession is to make our local organization of teachers, the Community Teachers Association, function as it should.

We have 201 community associations. Some are alive and doing, others are merely existing and some are as inactive as the Sphinx.

By visiting with those leaders of organizations that are doing a lot of professional good we have come to the conclusion that one of the big barriers to local activity is the lack of an organized program.

Too many of our community associations perform only the simple tasks of electing officers and naming delegates to the state convention. Others have an annual banquet using the refund from the State Association for flowers for the tables. The banquet is a good thing but it should not be an end in itself but the means of germinating activity that should carry through the year.

The Association refund of 20 cents per member will give the secretary postage and stationery money but should not necessarily be considered as adequate funds for the operation of the organization during the entire year. The community association can supplement the refund by any amount its membership might desire.

Presidents and secretaries of all our community associations have recently received outlines and materials for at least three programs for the year. It was suggested that one meeting be held to discuss House Bill No. 433 (Omnibus Bill containing additional proposed appropriation of \$8,000,000 for schools) before the Senate returns October 11. Another program could be centered around the problem of professionalization using the new publication "Professional Pointers for Teachers." The third meeting could deal with the significant problems related to passing Senate Joint Resolution No. 3, the voting of local levies by a majority vote rather than the present two-thirds. A check list of standards for community associations that should prove helpful may be found in the pamphlet "Your Association."

It shouldn't be difficult for teachers to understand that it is both necessary and profitable that they should meet rather regularly to devote some time to the improvement of their profession.

Leaders must attend to the details of program planning and teachers must participate 100% to make an effective dynamic organization.

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